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**Correlates of level of knowledge and research
capability of the Graduate
School faculty**

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ABSTRACT

Instruction, research, and extension are the pillars included in the higher education of the Philippines. While instruction has been identified as being in the limelight as regards efforts taken to its enhancement and strengthening, not the same is the case with research and extension. The researcher conducted this study to establish what factor or factors related to the inadequate research productivity in universities. This study aimed at looking into the level of research knowledge and level research of the graduate school faculty at the University of Baguio. This research which is descriptive and correlational utilized a test, and a four-point Likert-scaled questionnaire to gather the data. The study involved all 17 graduate school faculty during the first semester of the Academic Year 2016-2017. Results indicated that the graduate school faculty has an “expert” level of knowledge as regards the parts of the research paper, and a “highly capable” level of capability in accomplishing the different research activities. The research, however, noted that the respondents revealed a lower mean along Design and Methodology, particularly those that relate to statistical knowledge and ability. Statistical computations showed that there is no statistically significant difference in the respondents’ level of knowledge, and level of capability whether the study considers their years of teaching experience or not. Correlational analysis showed that though the nature of correlation is moderate or substantial, the test established that the higher the level of knowledge, the higher is the level of capability.

Keywords: Correlates, Knowledge, Research capability,
Graduate school faculty

I. INTRODUCTION

The pillars of higher education in the Philippines include instruction, research, and extension. In support of the research role of higher education institutions, Republic Act No. 7722 known as the “Higher Education Act of 1994” provides, and states:

“...The state shall promote its exercise and observance for the continuing intellectual growth and advancement, the advancement of responsible and effective leadership, of learning, and research....”

All educators are hereby expected to grow professionally, and to engage in research activities. Demetrio (2014) stressed the observation of the Commission on Higher Education Regional Office’s observation that among the pillars of higher education, Research and Extension are just taking the backseat.

In the University of Baguio, for the last nine years, less than 10% of the full-time faculty had been engaged in research. The figure supports the observation of CHED that research is taking the back seat among the trifold functions of those in the higher education institutions.

Commonly, faculty members give time constraints and heavy workload or teaching load as among the reasons they cannot engage themselves in research activities. The findings, however in related studies reveal the other pressing difficulties and reasons that discourage or disable teachers from conducting studies. These reasons include lack of knowledge on how to conduct research (Chinayo, 2010), difficulty in understanding research and its concept (Kwadli, 2010), difficulty in creating questionnaires and interview schedules, choosing appropriate statistical tools, writing the research report, and constructing observation checklists (Bautista, Esguerra & Orduña, 2002), unfamiliarity with tabulating and processing data, reviewing related literature, testing the validity and reliability of the research instrument, choosing and using appropriate statistical tools, and collecting data (Salom, 2013), lack of general research skills, and lack of specific individual skills and expertise in ‘playing the research game’ (Marchant, n.d),



and lack of research skills (Iqbal, 2011). Moreover, the teachers' training needs analysis conducted by the UB Human Resource and Management Center in 2014 listed among others the following needs: conceptualizing and formulation of research, interpretation of qualitative and quantitative data, research ethics, analysis and interpretation of research result, formulation of research problems, research methods, and data gathering.

The researcher sought to determine the level of knowledge of the graduate school faculty as regards the parts and contents of a research paper, to identify how capable the teachers are in accomplishing the identified activities in the research process, and to determine the nature of the correlation between the level of knowledge and research capability of the graduate school faculty

This study was guided by the framework for capacity-building as examined by the European Centre for Development Policy Management (ECDPM) but limited its scope on the elements of capacity—capabilities to include identifying what the respondents know, and how able they are along the defined indicators.

II. METHODOLOGY

This study is descriptive and correlational as it sought to describe the current state of the level of knowledge research capability of the graduate school faculty at the University of Baguio. It also sought to relate their level of knowledge with their degree of capability along the specified research activities.

This study was participated by all 17 graduate school faculty at the University of Baguio during the first semester of 2016-2017.

The primary tool used in the gathering of data for the level of knowledge was a 30-item test and a questionnaire checklist for the level of capability. For the test to determine the level of knowledge, the respondents were asked to tell under which chapter of the research the given items are to be found. Before its administration to actual respondents of the study, the

tool was pilot-tested among the faculty members of the School of Liberal Arts and Human Sciences. Based on the result of the reliability test with a sample size of $n=17$ using the Kuder-Richardson 20, and Cronbach's Alpha, the tool is considered good to excellent. Part 1 of the tool has a value of 0.73 considered to be of good reliability, while Part 2 has a value of 0.984 characteristic of an excellent reliability.

The researcher sought, from the different graduate school deans and the graduate school coordinator, the permission for the administration of the questionnaire. Upon the granting of the permission, the researcher sought the help of the graduate school staff in the distribution and retrieval of the questionnaires.

The different levels of knowledge were based on the distribution of the raw scores into four groups guided by transmutation table for the 30-point test. The labels for the level of knowledge and level of capability were based on modified rubric and descriptors based on existing literatures.

The data for Problem 2 was treated using the weighted mean, and to facilitate the interpretation of the results for the weighted mean, the following scale and rubric was used.

Value	Range	Qualitative Equivalent	Descriptor
4	3.25 - 4.00	Highly Capable (HC)	I can easily and readily accomplish the activity on my own; there is no need to seek the help of anyone; I find no difficulty in accomplishing the research activity.
3	2.50 - 3.24	Moderately Capable (MC)	I can accomplish the activity, but I need to seek help from others; I find little difficulty in accomplishing the research activity.
2	1.75 - 2.49	Fairly Capable (FC)	I can accomplish the activity, but need to seek the help of others constantly; I find some difficulty in accomplishing the research activity.
1	1.00 - 1.74	Not Capable (NC)	I can only accomplish the task after constantly seeking the help of others; I find accomplishing the research activity very difficult that I cannot do it on my own.

The data for problem one (1) was treated using arithmetic mean in identifying the graduate school faculty's level of knowledge along the



defined indicators included in this study. After recording the individual scores of the respondents, their average score was obtained and was interpreted as follows: 23-30= Expert, 16-22= Proficient, 8-15= Competent, 0-7= Beginner.

Ethical Consideration

In compliance with the ethical doctrines in the conduct of any research, the benefits of the study were communicated to the respondents through the cover letter soliciting their participation in the study. No one among the respondents was coerced to participate in the study, and that the researcher exercised caution in dealing with the data obtained in order not to reveal anyone's identity in the final manuscript. The study avoided revealing any information that suggested the identity of any of the respondents. As necessitated by the discussion for purposes of illustration, the research referred to a concerned participant as "one of the respondents/participants" or "a certain respondent/participant."

The researcher also obtained from the Director of the University of Baguio, Research and Development Center, and from the graduate school deans permission to conduct the study.

The data for problem one (1) was treated using arithmetic mean in identifying the graduate school faculty's level of knowledge along the defined indicators included in this study. After recording the individual scores of the respondents, their average score was obtained and was interpreted as follows: 23-30= Expert, 16-22= Proficient, 8-15= Competent, 0-7= Beginner.

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III.RESULTS AND DISCUSSION

Level of Knowledge of the Graduate School Faculty

Research is an undertaking that requires the activation and employment of skills and the application of knowledge. The extent to which a researcher knows the processes and contents that are involved and are included in the research undertaking will significantly impact the quality of the research output.

The graduate school faculty obtained an average score of 26.46 which falls under the expert level. As used operationally in this study “expert level” is characterized by a sound knowledge and deep tacit understanding of the contents of the parts of the research paper. The findings imply that the graduate school faculty is very knowledgeable and that they possess declarative knowledge in determining the different parts of the research paper. The results further indicate that the graduate school faculty knows what each of the sections or chapters of the research paper should contain.

The verbal interpretation or equivalent of the average score of 26.46 is “expert,” but the 3.50 difference from the perfect score of 30 implies the respondents’ insufficient mastery of the concerned indicators. Along the research process and the different parts therein, some graduate school



faculty members answered wrongly as to what chapter the identified activity is to be found or placed in the research manuscript.

This finding on the expert level of knowledge of the graduate school faculty as regards the contents of the different parts of the research paper is parallel to the results of Bautista, Esguerra, and Orduña (2002). They established that while their respondents admitted that they have some difficulty in accomplishing some research activities mainly related to statistical matters, they know what the contents of the research paper should be.

Salom (2013) also revealed that more of the reasons the respondents (64% of his respondents) did not engage in research pertain to attitude, and commitment (lack of interest, not enough incentives, lack of time), and not because of “not knowing the contents of the different parts of the research paper.” His respondents identified lack of research writing skills as a difficulty, but such refers to “inability to do” and not “inability to know.” Additionally, Iqbal (2011) similarly affirmed that more reasons for teachers in the higher education institution’s not engaging in research is not because of lack of knowledge but because of factors such as lack of funds, lack of references, and negative attitude of the faculty toward research.

Considering all four parts of the research paper—The Problem, Design and Methodology, Presentation and Analysis of Findings, and Conclusions and Recommendations—all of the respondents got a perfect score in Analysis of Data, Background of the Study, Major problem of the study, Objectives of the study, Research Methods, and Recommendation. The results imply that they all know where the part or content should be placed. The verbal interpretation of “expert” implies that the graduate school faculty of the University of Baguio possesses a declarative knowledge as regards the areas concerned. They can be entirely independent about identifying where Analysis of data, the background of the study, major problems of the study, research methods, and recommendations are to be situated in the research manuscript.

In the 30-point selection test taken by the respondents, the results reflect two (2) different levels of knowledge based on the range of scores



adopted by this study. Five (5) items (addressing the ethical concerns or issues, delimitation of the study, examination of data for meanings and implications, explaining how findings reflect on theory or concept or practice, relating results to previous studies) obtained average scores interpreted as “proficient.” On the other hand, the 15 other items received average scores construed as expert level, with six (6) items obtaining a perfect score.

Table 1. *Level of Knowledge of the Graduate School Faculty as regards the Parts and Contents of the Research Paper (N=17)*

Parts of the Research Paper	Number of correct answer	Average score and Interpretation	
CHAPTER 1			
1. Background of the Study	17	30	Excellent
2. Establishment of the need to conduct the study	15	26.47	Excellent
3. Major research problem	17	30	Excellent
4. Objectives of the study	17	30	Excellent
5. Operational definitions	16	28.23	Excellent
6. Related literature	15	26.47	Excellent
7. Research paradigm	14	24.70	Excellent
8. Specific research problems	16	28.23	Excellent
9. The research hypotheses	15	26.47	Excellent
10. The significance of the study	15	26.47	Excellent
11. Theoretical and/or Conceptual framework	15	26.47	Excellent
Average		27.59	Excellent
CHAPTER 2			
12. Addressing the ethical concerns or considerations of the study	11	19.41	Proficient
13. Delimitation of the study	10	17.64	Proficient
14. Discussion of the determination and computation of the sample size	15	26.47	Excellent
15. Discussion of the data collection instrument	15	26.47	Excellent
16. Justification of the sampling strategy	16	28.23	Excellent
17. Population of the study	14	24.70	Excellent
18. Research Methodology or approach	17	30	Excellent



19. Statistical tools	16	28.23	Excellent
20. The research design	16	28.23	Excellent
21. Validity and reliability of the tool	15	26.47	Excellent
Average		25.58	Excellent
CHAPTER 3			
22. Analysis of data	17	30	Excellent
23. Examining of data for meanings and implications	13	22.94	Proficient
24. Examining how findings reflect on theory, practice or concept	12	21.17	Proficient
25. Interpretation of the results	16	28.23	Excellent
26. Providing corroborations	15	26.47	Excellent
27. Relating results to previous studies	12	21.17	Proficient
28. Tabulation of the data	15	26.47	
Average		25.20	Excellent
CHAPTER 4			
29. Generalizations obtained from the investigation	16	28.23	Excellent
30. Suggestions for actions or future studies to be done	17	30	Excellent
Average		29.11	Excellent
OVERALL AVERAGE		26.46	Excellent

The proficient level, as used in this study, is characterized by an in-depth knowledge or deep understanding of the parts of the research paper. It means that even if the level indicates a very good mastery of the contents, the level has not yet reached the declarative knowledge or deep tacit understanding which on the other hand implies a “non-confused” knowledge or understanding.

All of the respondents in this study serve as panel members during theses and dissertation defenses in the graduate programs. This finding on the proficient level of knowledge along the identified indicators implies that their experiences of scrutinizing the studies may have enhanced their knowledge about the parts. Conversely, the finding indicates, too, that if the defense panel member does not have the “expert” level of knowledge of the components and their corresponding contents, the appropriate comment or suggestion may not be given or presented for the improvement of the paper or for the rectification of errors that the study might contain.



Based on the Graduate School Records, 12 out of the 17 respondents (70.58%) had experienced serving as advisers for graduate school theses and dissertations, 15 out of 17 (88.235) served as defense panel members, while 4 out of 17 (23.52%) experienced being a research instructor. Additionally, based on the records of the Research and Development Center (R&DC), 10 out of 17 (58.825) have research undertakings on top of their graduate school requirements. The respondents' knowledge of the parts and contents of the research paper, therefore, could have been enhanced by their actual experiences in the activities and processes involved in research undertakings.

This study notes however that while 25 items out of 30 obtained an average interpreted as "expert" level, only 6 out of 25 items yielded a perfect score, and only two (2) out of the 17 respondents got a perfect score on the whole test. These figures and findings imply that generally, the participants in this study do not possess a 100% mastery of the parts and the contents of the research paper. The data on the number of respondents who had experiences along research-related matters support the failure of the respondents to hit the perfect score in all of the items. The data from the Graduate School office shows that 4 out of the 17 respondents experienced being research teachers, 12 out of the 17 as research adviser, 15 out of the 17 as defense panel members and 10 out of the 17 as research workers (those who research as part of professional growth). Since not all of the respondents have experiences in all of the roles that require the application of knowledge and understanding of the different research activities, such situation may have contributed to the limiting of recalling, and applying knowledge and information in the actual conduct of research.

Another possible factor that helps explain why the respondents were unable to get a perfect score in all of the items is the data from the R&DC regarding the research undertakings of the respondents. While 10 out of the 17 respondents had completed a research and had published in the UB Research journal, the data shows that 4 out of 10 had their latest research in 2017, two (2) had their latest in 2014, one (1) had the latest in 2013, one (1) had the latest in 2012, two (2) had their latest in 2005, and one (1) had the latest in 1996. The years covered by the research production of the graduate school faculty members can support why some of the respondents were



unable to answer the items correctly. The respondents may have forgotten where the part of the paper is to be placed in the manuscript, brought about by the time element, and the lack of application of the concepts and information through the constant or regular conduct of research. The seminars and trainings section of the faculty profile of the graduate school and the records of attendance to research trainings and seminars organized by the UB R&DC reflect a very minimal participation of the faculty. This can further support why the teachers' knowledge on the current practices in research is somehow limited.

Unlike the average scores in *Conclusions and Recommendations* and *The Problem* which are closer to the perfect score of 30, the other two chapters *Design and Methodology* (25.58) and *Presentation and Interpretation of Findings* (25.20) show average scores that are nearly five (5) steps away from the perfect score. The findings suggest that the respondents encountered more difficulty and confusion in identifying the subparts of Chapter 2 and 3. Such difficulty can be because of lack of actual practice in conducting or doing research. It is worth mentioning that based on the average scores, the respondents scored lowest (5 steps away from the perfect score of 30) in Chapter 3. The finding, therefore, denotes that the respondents are not very much knowledgeable when it comes to the activities in the Presentation, Analysis, and Interpretation of Findings.

Level of Capability of the Graduate School Faculty in Accomplishing the Different Activities in the Research Process

In general, participants perceived that they are highly capable in accomplishing the identified activities in the research process as evidenced by their mean of 3.35, with a standard deviation of 0.53. As such, their responses were clustered in the 3 to 4 range, precisely characterized by moderately capable to highly capable.

The findings suggest that in general, the respondents can easily and readily accomplish the research activities. The 3.35 mean response, however, indicates that not every respondent find it easy to accomplish the research activities. With the clustering of the scores in the 3 to 4 range,



as supported by the standard deviation of 0.53, some of the respondents can accomplish the research activity but need to seek help from others. The finding, therefore, is indicative of some difficulty encountered by some of the respondents in accomplishing the research activities. Out of the 49 indicators, the respondents self-reported a ‘highly capable” level of capability in 35 indicators, and 14 indicators reflected a “moderately capable” level.

Table 2 presents the indicators where the respondents obtained a “moderately capable” level.

Table 2. *Level of the Graduate School Faculty’s Capability in Accomplishing the Different Research Activities*

3.	3. hoosing appropriate statistical tools	2.94
4.	Choosing the appropriate research paradigm	3.18
7.	Constructing attitude scales	3.12
8.	Constructing descriptors for the levels in the questionnaire	3.18
9.	Constructing observation guide	3.06
11.	Constructing questionnaires	3.06
15.	Describing the research methodology or approach	3.18
16.	Determining/computing the sample size	2.94
17.	Developing a research question	3.24
20.	Discussing the sampling plan	3.18
21.	Doing statistical computations	2.88
35.	Identifying the research design	3.24
39.	Justifying the sampling strategy	3.24
49.	Tabulating responses	3.24

As noted in the mean scores obtained by each of the identified research activities, doing statistical computations received the lowest mean score of 2.88 with a verbal interpretation of moderately capable characterized by the respondent’s experiencing little difficulty thereby the need to seek help from others. Additionally, the five lowest values from among the 49 listed activities in research were noted in choosing appropriate statistical tools-2.94, determining/ computing sample size-2.94, constructing observation guide-3.05, constructing a questionnaire-3.05, and constructing attitude scale-3.11. The findings reveal that of the four chapters



of the research paper, the respondents find difficulty in accomplishing the activities that go with the Design and Methodology part, particularly those that require statistical knowledge (doing statistical computations, choosing the appropriate statistical tools, and determining sample size), and activities that go with the research instrument (constructing observation guide, constructing a questionnaire, constructing attitude scales, and constructing descriptors for the scaled questionnaire).

Formeloza and Pateña (2014) in their investigation of the faculty members' research capability established that their respondents were moderately competent along constructing questionnaires, and statistical tools and treatment. Furthermore, Abarquez and Palbacal (2013) revealed that the composite means relative to the teachers' capability were lowest in the areas of statistical tools/treatment, wording and ordering of questions, and developing research designs.

The level of capability described as "moderate" along the identified indicators under Chapter 2 (Design and Methodology) can be supported by the permissible practices in the conduct of research. "Doing statistical computations," "choosing the appropriate statistical tools," and "determining sample sizes" are among the activities that a researcher can pass to the care of a statistician. While there are some researchers who are willing to learn to do the statistically related activities on their own, others simply prefer to hire the services of a statistician or utilize the software that does especially statistical computations. Because of the services that are available elsewhere, researchers prefer to avail of these services rather than to perform the very tedious job of statistical calculations. This study infers that the respondents in this study were not able to acquire a self-sufficient knowledge of the activities that have to do with statistical matters, because of the services of statisticians, and technology that can be availed of. The results are interpreted as "moderately" capable, which indicates that while the respondents can accomplish the activity, they need the help and assistance of others.

The other indicators (constructing observation guide, constructing a questionnaire, constructing attitude scales, and constructing descriptors for scaled questionnaires) similarly obtained values interpreted as "moderately"



capable. As with the activities involving statistical knowledge and ability which can be done with them through the services from other people, or through the use of technology, indicators about the research instruments identified in this section of the discussion involve research matters that allow adopting from other researchers. The “moderate” level of capability of the respondents can be because of lack of practice in constructing a research tool because of the permissible practice of adopting or modifying existing tools. It can also be supported by the nature of research conducted by the respondents. Most of the studies that they have produced utilized a questionnaire checklist; therefore, the respondents have limited experience in the construction of observation and interview guides, as well as attitude scales. As a result, their capability along these aspects was also limited.

The low mean values obtained by the indicators under Design and Methodology particularly along the indicators related to statistical matters are in consonance supported by Salom (2013) who revealed that “choosing and using appropriate statistical tools” was identified by his respondents as a moderately serious problem, and Bautista, Esguerra, and Orduña (2002) who identified “choosing appropriate statistical tools” as among those identified by their respondents as having posed them a high degree of difficulty.

Concerns related to the data gathering tool were also noted by Wester, Borders, Boul and Horton (2013). In the research that they analyzed, the researchers pointed out that the researchers of the articles submitted for analysis and evaluation did not discuss the validity of their tools. Furthermore, while five of the researcher discussed reliability matters, no numerical information was provided. This current study notes that the concern regarding the research tool that was not much of establishing the validity and reliability of the instrument but that of constructing the research tool. Constructing observation guide, constructing a questionnaire, constructing attitude scales, and constructing descriptors for the scaled questionnaire are among the items that obtained the lower values. Such finding is indicative of some degree of difficulty on the part of the respondents in accomplishing the concerned research activities.

The findings relative to the difficulty in constructing observation guide, constructing attitude scales, and constructing descriptors for the



scaled questionnaire can be attributed to the extent of experience that the respondents have in the preparation or construction of research instruments. Records in the UB R&DC show that majority of the research produced by the respondents in this study are limited to the use of scaled questionnaires. Additionally, most of the scaled questionnaires did not have descriptors for the different levels.

The findings on the degree of capability in accomplishing the different activities along the four (4) chapters denote that generally, the graduate school faculty can accomplish most of the activities on their own, but since their mean is not at the highest level which is 4, the findings reveal some of the graduate school faculty members are not “highly capable.” This insufficient capability can be supported by the records from the Graduate School and the R&DC that not all of the respondents have had experience as adviser or panel, and not all of the 17 respondents have produced a research beyond their dissertation as requirement for the completion of their respective degrees

Nature of Correlation between the Level of Knowledge and Research Capability of the Graduate School Faculty

The $r = +0.563$ indicates a moderate positive correlation between the level of knowledge and research capability of the graduate school faculty. This moderate positive correlation means that the higher the level of knowledge will result in a higher level of research capacity. The 31.70% of the variation in the degree of research capabilities can be explained by the difference in the level of knowledge. The remaining 68.30% of the variation is unexplained and is due to other factors or the sampling error.

Although the strength of the correlation is of moderate or substantial relationship, at 0.05 level of significance, the test was found to be statistically significant. In other words, the higher the level of knowledge, the higher the level of research capability.

IV. CONCLUSIONS

In the graduate school at the University of Baguio, the teachers are very much knowledgeable about the contents and parts of the different sections/parts of the research paper; however, since their average score fell under the range of 26 to 28 out of 30, there is a need for the graduate school faculty to revisit the location of contents of the research paper for them to be updated. The level obtained by the graduate school faculty as represented by their average score implies that they know the contents, that when they conduct research, they know what to discuss or write under each of the parts. However, since the average score is 26.46, this study concludes that not all of the teachers have 100 percent mastery of the contents of each chapter of the research.

As regards the level of capability in accomplishing the different activities, this study reveals an overall level interpreted as “highly capable” which means that the graduate school faculty perceive themselves to be very much able in accomplishing the research activities. Not all indicators, however, yielded a “highly capable” interpretation which means that along some activities, some of the graduate school faculty members need to consult and seek help from other research workers who can mentor them in aspects where difficulty is encountered.



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**Reflective teaching practice of tertiary English
teachers in selected universities
in Baguio City**

Dr. Shirley B. Landingin
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Abstract

Reflection is a powerful tool in improving teaching. This research study was an exploration of the extent by which local tertiary English teachers practice reflective teaching in the areas of planning instruction, progression within and between lessons, methodology, curriculum, equipment and facilities management, and discipline in the classroom. This descriptive study aimed to determine the extent of reflective teaching practice of tertiary English teachers in selected universities in the city of Baguio. There were 32 English teachers who participated in this study. Results show that the English teachers always practiced reflective teaching along the areas of planning, progression within and between lessons, methodology, curriculum, equipment and facilities, and discipline. The teachers perceived themselves to be already grounded on the concepts and processes related to reflective teaching as they assume to be highly reflective in the six identified areas of teaching. It is recommended that the English teachers have to reassess and challenge further their current teaching methods and styles in light of reflective teaching.

Keywords: Reflective teaching practice, Tertiary English teachers, Planning, Methodology, Curriculum



I. BACKGROUND OF THE STUDY

Farrell (2007) considers reflection as the heart of intellectual organization and the disciplined mind. According to him, to reflect is “to look back over what has been done to extract the net meanings, which are the capital stock for intelligent dealing with further experiences” (p.9). Furthermore, reflection is an attitude that involves “stopping, slowing down, noticing, examining, analyzing and inquiring about aspects and complexities encountered in different situations” (p.2). This thus underscores that an important role of reflective thinking is to act as a means of prompting the thinker during problem-solving situations because it provides an opportunity to step back and think of the best strategies to achieve goals.

There are numerous definitions of reflective teaching practice in the different literatures. However, they refer to the intentional self-reflexive action of the teacher in light of his or her experiences, leading to a new conceptual perspective or understanding of the profession. Throughout this study, the term reflection is being used to describe actions ranging from analyzing a single aspect of a lesson to considering ethical, social and political implications of the teaching practice. Practice, on the other hand, generally refers to one's repertoire of knowledge, dispositions, skills, and behaviors. Reflective teaching practice is hence understood as a systematic, active, cyclical process of carefully examining one's beliefs, values, assumptions and reasons for action in light of some problem or event which generates learning or changes and improvements in one's teaching.

Following the given principle, one of the means for teachers to overcome problems in teaching is to engage in reflection. Teachers who do not bother to reflect on their work become slaves to routine such as the nonreflecting bear in the poem. They do not take time to stop and think about what is happening in their practice to make sense of it and also to learn from experience. They tend to execute actions that are guided mostly by impulse and tradition, rather than by an informed decision making.

Reflective thinking is not an innovation in teaching. It has its roots in the work of some educational theorists and practitioners, and the concept has been around for decades. Richardson (1997) has stated that John Dewey was



already discussing it in 1909 by suggesting that “a moral individual should treat professional actions as experimental and reflect upon the actions and their consequences” (p.3). Over the years, different authors have considered reflective practice as the hallmark of professional competence for teachers. To cite, we have for examples Schön (1983), Brookfield (1995), and Larrivee (2008). According to these authors, reflective teaching corresponds to the need for teachers to constantly evaluate their teaching practice to gauge whether or not it is working towards the realization of pedagogical goals. Also, they strongly suggest that a reflective practitioner should possess a set of attitudes towards teaching practice based upon a broader understanding of one’s self, society, and moral purpose.

Inevitably, the call for ongoing teacher development has also been a recurring theme in the field of English Language Teaching (ELT) since the knowledge base of teaching is constantly changing (Richards and Farrell, 2005). Moreover, Ali (2007) avers that teachers all too often have not been given or have not taken the opportunity to think through their teaching practice, and to think it through regarding their context.

To compete with the growing demands on ELT then, timely orientation towards professional competence is of dire need. In this fast-changing global scenario, Bartlett (1990, cited in Yadav, 2007) proposes that no other processes could best serve the needs of English language learners and teachers alike by integrating both theory and practice except through reflective practice. Given the current realities of Philippine education, particularly in the field of ELT, reflective teaching can be an effective instrument in reframing language teaching problems in the country and potentially aid in promoting professional competence among our local teachers.

The focal question is: if reflective teaching is a key to improving the teaching-learning process, should not its benefits be fully tapped? After all, many well-intentioned teachers may already be engaged in reflective teaching, only that they may not be fully aware or maybe not in methodical ways.



In light of those above, the researcher of this study aimed to determine the extent to which the tertiary English teachers in selected universities in the City of Baguio practice reflective teaching along planning, progression within and between lessons, methodology, curriculum, equipment and facilities, and discipline.

II. METHODOLOGY

The researcher used the descriptive design in this study as it aimed to determine the current extent of reflective teaching practices of the tertiary English teachers in selected universities in Baguio City. Specifically the gathered data from the survey made with the respondents were utilized to describe the landscape of reflective teaching practice of tertiary English teachers. A total of 32 English teachers from two universities in Baguio City participated in this study.

The instrument, which were in the form of survey questionnaire, comprised six major parts. These parts are specific areas of reflective teaching practice, namely: (1) planning; (2) progression within and between lessons; (3) methodology (4) curriculum; (5) equipment and facilities; and (6) discipline. Five indicators/conditions specifically described each area. Thus, there were 30 items in the questionnaire. The computed reliability coefficients alpha (Cronbach’s Alpha) of the whole instrument was .941, interpreted as ‘highly reliable.’

The extent of practice of reflective teaching was determined using the weighted mean. This was interpreted using the scales 1 to 4 as shown in the following:

Scale	Range	Interpretation	Rubric
4	3.26 - 4.00	Always Practiced	Uses reflective teaching at all times
3	2.51 - 3.25	Sometimes Practiced	Uses reflective teaching occasionally
2	1.76 - 2.50	Seldom Practiced	Uses reflective teaching rarely
1	1.00 - 1.75	Never Practiced	Does not use reflective



III. DISCUSSIONS

Extent of reflective teaching practice of tertiary English teachers

Planning

A teacher's job is not restricted to the activities they perform in the classroom, nor is it restricted to school hours. According to Alfie Kohn (2006), teachers are obliged to plan, that is, to prepare for what is expected to happen in class during school hours to achieve the objectives of teaching and learning.

The scores ranged from 3.66 (AP) to 3.81 (AP) and the total area mean 3.74 (AP). These results demonstrated that the surveyed teachers rated themselves highly in the area of planning. It is thus implied that the teacher respondents perceived themselves to be always practicing reflective teaching in the area of planning. This suggested that the teachers regard planning as an essential component of teaching as they reflect on this aspect of teaching at all times or on a regular basis

Table 1. *Extent of Practice of Reflective Teaching as to Planning*

Indicator/Condition	Mean	Extent of Practice
I am a teacher who...		
1. designs an effective lesson by adapting my teaching skills and techniques to the specific class situation.	3.81	Always Practiced
2. plans activities based on beliefs and assertions supported with evidence from personal experience, theory or research.	3.75	Always Practiced
3. prepares tests that are attuned with the lesson objectives.	3.81	Always Practiced
4. varies lesson plans according to students' needs and abilities.	3.69	Always Practiced
5. anticipates possible problems and prepares for solutions in advance.	3.66	Always Practiced
Area Mean	3.74	Always Practiced

In a study conducted by Kitsantas and Baylor (2001), results proved that language teachers believe in the value of instructional planning as integral to teaching since its focal point is having a systematic preparation



for actual instruction to achieve the objectives of teaching and learning. Seemingly, the teacher respondents in the present study also take into consideration that planning is vital to their teaching such that they have shown to reflect on it to a high extent.

Progression within and between lessons

Progression of lessons entails that teachers recognize the episodes of learning within and between lessons and identify appropriate times for negotiating learning outcomes.

Table 2. Extent of Practice of Reflective Teaching as to Progression within and between Lessons

Indicator/Condition		Mean	Extent of Practice
I am a teacher who...			
1.	seeks ways to connect new concepts to students' prior knowledge.	3.72	Always Practiced
2.	considers differing needs of learners in pacing the lessons.	3.69	Always Practiced
3.	adjusts lessons based on students' relative performance.	3.53	Always Practiced
4.	provides accommodations for students' different learning styles.	3.53	Always Practiced
5.	bases progression on differing patterns between classes and students.	3.41	Always Practiced
Area Mean		3.58	Always Practiced

The items in this area recorded a range of mean scores from 3.41 (AP) to 3.72 (AP) and yielded a total area mean of 3.58 (AP). As manifested in the results, the teacher respondents perceived themselves to be always practicing reflective teaching along the area of progression within and between lessons.

The findings can be explained in terms of the necessity for teachers to create a system of progression within and between lessons that would make individual lessons hang together and meet the broader objectives of instruction. A well-organized progression of lessons allows for a smoother function in the classroom whereby disruptions are minimized, stress on the

part of the teacher is reduced, and the learning environment is optimized for the students. For progression of lessons to work, teachers constantly need to reflect then on how to consistently foster conceptual development by helping students make connections between and among the previous, present and forthcoming lessons. And for such reasons, the teacher respondents highly practiced reflection on the area of progression of lessons.

Methodology

Methodology refers to the way that learning is carried forward or consolidated during the instructional process.

Table 3. *Extent of Practice of Reflective Teaching as to Methodology*

Indicator/Condition	Mean	Extent of Practice
I am a teacher who...		
1. recognizes the complexity of classroom dynamics and thus searches for patterns, relationships and connections to improve teaching.	3.59	Always Practiced
2. connects specific strategies and methods to underlying theories that support student learning.	3.72	Always Practiced
3. adjusts methodologies to address current and long-term situations.	3.75	Always Practiced
4. explores alternative ways of presenting ideas and concepts to students.	3.75	Always Practiced
5. analyzes the impact of task structures such as individual, peer, or group activities.	3.59	Always Practiced
Area Mean	3.68	Always Practiced

The means in all five items along the area of methodology ranges from 3.59 (AP) to 3.75 (AP), resulting to an equally high total area mean of 3.68 (AP), thus indicating that the teachers perceived themselves to be always practicing reflective teaching in the area of methodology. The consistently high mean scores point out that reflective procedures were applied on the methodologies adopted in the classroom by the teachers to a large extent. The results in this area can be attributed to the fact that methodology is a crucial factor in teaching since students do not learn in the same way. As any competent teacher knows, it is common for a class of students to be

at a variety of levels in any particular subject. The teacher respondents thus needed to use different teaching methods to reach all of their students effectively. After all, a variety of teaching strategies, a good amount of knowledge of student levels, and an implementation of which strategies are best for particular students can help teachers to know which teaching methods will be most effective for their class. Consequently, they needed to reflect at all times on their methodologies to cater better to the varying situations and challenges in the classroom.

Curriculum

In tertiary education, curriculum applies to the subjects included in a course of study that involves any program of activities, schedule of the subjects being taught, units or allotted time, grading system, strategies, approaches, and objectives. Most curriculums target the total development of the students that they may use for a lifetime.

Table 4. *Extent of Practice of Reflective Teaching as to Curriculum*

Indicator/Condition	Mean	Extent of Practice
I am a teacher who...		
1. restructures the curriculum design based on students' specialization.	3.56	Always Practiced
2. considers the differing needs of learners in deciding the course/subject content.	3.81	Always Practiced
3. adjusts prescribed content relative to the class performance.	3.63	Always Practiced
4. considers choices and possibilities in providing learning experiences to students.	3.72	Always Practiced
5. examines classroom activities and results from various perspectives.	3.63	Always Practiced
Area Mean	3.67	Always Practiced

The result of the mean scores for curriculum ranged from 3.56 (AP) to 3.81 (AP), yielding a total area mean of 3.67 (AP). With all the values being equivalent to highest extent of reflective practice which is ‘always practiced,’ it was implied that the teacher respondents perceived themselves to be always practicing reflective teaching in the area of curriculum. A further

interpretation was that there was a regular and constant use of reflective applications on curriculum.

As Kelly (2009) would put it, the reason for such attention to curriculum has to do with the challenges that teachers in the tertiary level encounter about curriculum. In her study, she found out that despite curricular goals, many universities and colleges have still become detached from providing the life experiences students need to survive and thrive. For one, they prescribe pre-defined course of studies which students must fulfill in the same way to pass college-level education. This then necessitates teachers to be reflective for them to analyze the present curriculum, make necessary adjustments, and in general, help them perform their responsibilities more effectively and efficiently. Similarly, the teacher respondents practiced reflection on the area of curriculum at all times because a good *curriculum* design is not rigid, but rather flexible and emphasizes problem solving based on student's varying needs and interests.

Equipment and facilities

Equipment and facilities refer to objects or devices which help teachers make a lesson much clearer to the students. Its effective use in the classroom shifts the learning environment from teacher-centered to student-centered (Isola 2010).

Table 5. Extent of Practice of Reflective Teaching as to Use of Equipment and Facilities

Indicator/Condition	Mean	Extent of Practice
I am a teacher who...		
1. utilizes equipment and facilities that are essential in teaching.	3.63	Always Practiced
2. adjusts the use of equipment and facilities to the different needs of students.	3.50	Always Practiced
3. implements solutions to lack/insufficiency of equipment and facilities.	3.66	Always Practiced
4. experiments on alternative equipment and facilities.	3.59	Always Practiced
5. develops or produces my own equipment/facilities for teaching.	3.75	Always Practiced
Area Mean	3.63	Always Practiced

The overall mean for this area was 3.63 (AP). This implied that the teacher respondents perceived themselves to be always practicing reflective teaching on the area of equipment and facilities. The teacher respondents demonstrated at all times a great amount of concern regarding management of classroom equipment and facilities.

The said findings can be explained in light of what Brinton (2001) proposes: equipment and facilities are important to teaching as they help teachers motivate students by “bringing a slice of real life into the classroom and presenting language in its more complete communicative situation.” Also, Lawan (2005) asserts that it is the use of local resources in our immediate environment to build, construct, mold or make instructional teaching-learning materials that can assist in the smooth dissemination and transfer of knowledge from teachers to students. As such, there was a strong demand on the part of the teacher respondents to reflect on the use and management of equipment and facilities in the classroom to maximize their functions and achieve the target pedagogical objectives.

Discipline

The sixth and last identified area for reflective teaching in this study was discipline. It was closely linked to the issues of motivation and control implemented in the classrooms.

The area mean result for discipline was 3.66 (AP). As the teacher respondents have attributed a high rating to this area, this indicated that they perceived themselves to be always practicing reflective teaching along the area of discipline. Hence, this provided the impression that discipline was a major concern for the teacher respondents.

The high mean results in the discipline area can be explained in light of what Gootman (2008) maintained: teachers understand that an important component of a successful classroom management program is a clear set of discipline procedures. Gootman explained further that once students know what they are expected to do with repetitive daily procedures, there will be less behavioral problems and more learning achieved.



Table 6. *Extent of Practice of Reflective Teaching as to Discipline*

Indicator/Condition	Mean	Extent of Practice
I am a teacher who...		
1. views classroom circumstances as within the teacher's control.	3.63	Always Practiced
2. thoughtfully connects teaching actions with student behavior.	3.59	Always Practiced
3. considers the ethical ramifications of classroom policies and practices.	3.72	Always Practiced
4. considers alternative responses to student behavior and conflicts in the classroom.	3.72	Always Practiced
5. considers students' perspectives in problem-solving and decision making.	3.63	Always Practiced
Area Mean	3.66	Always Practiced

Summing it all up, the teacher respondents have consistently rated themselves in the areas of planning, progression within and between lessons, methodology, curriculum, equipment and facilities, and discipline with scores equivalent to 'always practiced.' This implied that the teacher respondents perceived themselves to be always practicing reflective teaching in all the areas above.

The findings can be seen to center around what Bolton says in her 2010 paper:

Teachers at present are under increased pressure in a way that roles have become more complex, demands have increased, and stress levels are unsurprisingly higher. Paying critical attention to the practical values and theories which inform everyday actions, by examining teaching practice reflectively and reflexively, will lead to developmental insight in improving understanding, knowledge, skills and therefore delivery (p. 19).

Bolton's statement provides that introspection and analysis of one's teaching practice cultivate a reflective process for decision-making which



could lead to better teaching results and eventually professional growth.

In light of this view, the teacher respondents likewise felt the constant responsibility to 'pay critical attention' on the different areas of their teaching which they held instrumental to their success or failure as teachers. This sense of responsibility, in turn, may have led them to reflect highly on their teaching or to believe that they did.

CONCLUSION

The English teacher respondents perceived themselves to be already grounded on the concepts and processes related to reflective teaching as they assume to be highly reflective in the six identified areas. Reflection is essential as it invariably leads to consciousness of one's teaching performance and willingness to learn more about the fundamental nature, purpose, and impact of teaching. Reflection, therefore, is understood as an important mechanism for successful learning.



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Report on the outreach activities of the University of Baguio in Barangay Lucnab: Part 1

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The UB Extension and Community Outreach Services (ECOS)

The Extension and Community Outreach Services (ECOS), originally known as Community Outreach and Extension Service Office, was instituted in 1994 under the Presidency of Dr. Virgilio C. Bautista. Since then, the office had undergone several changes in headship and services ranging from a simple adoption of barangays to a partnership with adopted schools and to possible linkages with other private and government institutions which envision development of sustainable communities through partnership and linkages in local, regional, national and international levels.

ECOS works in collaboration with the University's different schools, departments, and offices to carry out its programs and objectives. "Adopt-a-Barangay Project," and "Adopt-a-School Program" highlight the extension services of ECOS. The office is also currently shifting its paradigm to a more innovative and responsive outreach programs targeting the empowerment and development of its beneficiaries through information/education-promoting trainings and activities backed up by research. ECOS banners the UB CARES (Community Advancement through Responsive Extension Services) Program to express UB's awareness for its corporate social responsibility.

The ECOS commits itself to continue extending the services and resources of the University to the adopted barangays and other communities in need to realize the University's social responsibility. The office is tasked to create and conduct programs and projects, and coordinate these activities to concerned parties to attain the goal of empowering the residents and families



of the community towards holistic individual and community development.

The Extension and Community Outreach Services office acts as the hub of all University and departmental extension and outreach activities. ECOS is responsible in laying the plans, coordinating, and setting-up for the success of the events whether organized by the University or by the schools or departments and student organizations, or an invitation to participate in humanitarian activity. Aside from planning, organizing, and coordinating, the office also monitors and evaluates the activities including the performance of the organizers to ensure fulfillment of the objectives for the activities and the vision, mission, and objectives of the University.

Entry of UB in Barangay Lucnab

After the UB ECOS' exit from its previously adopted barangays, the UB ECOS group had consulted with the City Social Welfare and Development (CSWD) Office to seek assistance in deciding for the next barangay to adopt. Five barangays were suggested by the CSWD Office which are among the poorest in the City of Baguio based on its poverty map data.

A letter of invitation for a dialogue with the respective Barangay officials was sent to express UB's desire of adopting the concerned barangay. Of the five barangays, only two responded positively, and one among them was Barangay Lucnab.

The officials of Lucnab and UB administration officials signed a formal Memorandum of Agreement (MOA) on March 12, 2015, at Barangay Lucnab Hall. The MOA was executed after the Barangay officials had a series of correspondence and courtesy meetings with UB outreach team led by Mrs. Jocelyn Apalla (UB ECOS Head as of the date for MOA signing). The MOA signing was followed by a "needs assessment," and the presentation of the data to the barangay residents and officials participated by UB ECOS team and other UB representatives.

To this date, UB ECOS is serving the community of Lucnab based on the different programs that the ECOS Office had set in collaboration with UB's different schools, departments, and offices corresponding to the actual needs of the barangay residents.



Brief Description of Barangay Lucnab

The word Lucnab cannot be found in the Kankana-ey and Ibaloi dialects of the Benguet Tribe. The name “Lucnab” was derived from a Bontoc man’s name who shaped the lime and silica stones in the place into small squares and traded them with people from the neighboring lowland places. Later, the people called the special lime or silica stones which they used as whetting stones as “Lucnab.” Thus, the stone had become a landmark.

In the early days, Lucnab was a “barrio” which was divided into puroks and headed by the Cabeza de Barangay. During those times, Lucnab was a part of Itogon Municipality. In 1973, during the Marcos regime, Lucnab was resurveyed and divided into two parts, Upper and Lower Lucnab. Lower Lucnab was left under the administration of the Municipality of Itogon, Benguet while Upper Lucnab became one of the first 50 barangays of Baguio City.

Lucnab Barangay is 50% mountainous, 40% hilly and 10% plain. Its land area is approximately 80.57 hectares and is about six (6) kilometers away from the city proper. Barangay Lucnab is composed of 5 puroks or sitios (Puroks 1, 2, 3, 4-A, and 4-B).

The residents are divided into nine (9) ethnolinguistic groups. The dominant groups are the Kankana-eyes and Ilocanos. Of these nine groups, three (3) are lowland groups (Tagalog, Ilocano, Pangasinan) and six (6) are upland groups (Ibaloi, Kalanguya, Kankana-ey, Bontoc, Kalinga, and Balangao). About 50% of the household residents are Roman Catholic, followed by Born Again Christians (18%) and Iglesia ni Cristo adherents (7%). Twenty-five percent of the remaining households/families are followers of the five (5) other minor religious sects that exist within the community.

Of the 2,090 residents (representing 418 families/households), 85% are permanent residents of the community, and 15% are temporary settlers. Males comprise about 42% of the population while females represent the remaining 58% of the community’s residents. Of the total population, 93% come from the majority ethnic groups while the remaining 7% of the



residents belong to indigenous community groups. Birth rate represents 2.5% annually of the population while infant mortality rate is at 0.2% of the population.

About 35 families/households derive their incomes from food establishments (i.e., sari-sari stores, eateries, carinderias, and canteens), while 17 households/families own transient residences (i.e., boarding houses, apartments, and the like). Five families/households engage in providing services such as barbershops, laundry business, and auto-shops. Twenty households/residences engage in either livestock industry (piggery, poultry, or backyard stable) or backyard fishponds.

There are five (5) educational institutions within the barangay. These institutions are Mary Hurst Seminary, Disciples for Christ International High School, Baguio City National High School – Lindawan Annex, Lindawan Elementary School, and Lucnab Day Care Center.

The Outreach activities of the University of Baguio in Barangay Lucnab

Health and Sanitation

The UB Allied Medical Sciences (AMS) ECOS Program Cluster (represented by the School of Natural Sciences and School of Nursing) had conducted outreach activities which focused on eye check-ups, dental check-ups, and tooth extraction. The BMLS and Dentistry Students also conducted pre-assessment activities to obtain household demographic data. Aside from these, immunization activities were also conducted with the aid of Lucnab's Barangay Health Workers. Among the beneficiaries were 635 community residents, 106 UB employees, 133 UB students, six alumni/parents, and 26 partner agencies.

Based from the UB ECOS Office's accomplishment report for SY 2015-2016, few health-related activities were conducted in the adopted barangay due to the transition period both in the newly adopted barangay and in the UB ECOS Office. However, for SY 2016-2017, there were 48 beneficiaries from the adopted community and 95 other beneficiaries from the non-adopted communities. The invitations from various stakeholders



made these activities possible.

The pre-assessment activities conducted were mostly based on the data gathered during the “needs assessment” survey in Barangay Lucnab. The ECOS held informal consultation with the concerned officials and coordinated with them before the conduct of a particular activity.

Since immunization activities require budget more than what is allotted for the purchase of necessary vaccines, health programs centered on awareness and training. Regular vaccinations for children as mandated by DOH is usually done in the daycare and elementary school levels of the adopted barangay in coordination with the barangay health workers, the local health center unit, and the UB ECOS Office.

In 2016, the UB Nursing students conducted health assessment and profiling through house-to-house visits. The ECOS team, together with the Research and Development Center, presented the results to the officials. The results showed that the top 3 health threats in the community were hypertension among adults; common cough, flu, and fever; and asthma attacks. There were no diagnosed cases of tuberculosis in the community. Another problem that arose was the improper waste disposal among residents of the barangay.

The UB Senior High School also supplemented the university's outreach thrusts through feeding programs and gift-giving activities which benefitted the daycare, kinder and elementary students of the community. Environmental awareness campaigns were also conducted to educate the community on this pressing issue.

The UB Senior High belongs to the “Literacy Cluster.” As such, programs implemented by the department merely respond to the thrust of the cluster. From 2016-2017, the activities conducted by the UB Senior High School group in the adopted barangay and other invitational outreach activities included seminar for teachers using mass media in teaching, donation of school supplies, seminar in “War on Drugs” in collaboration with PDEA-CAR, environmental literacy seminar, debate seminar-workshop, tutorial activities, and book sharing/donation.



The UB NSTP students also contributed through the conduct of the following activities: clean up drives, anti-rabies vaccinations, and doling out of proper garbage disposal signages. The UB Alumni Office also contributed its share by donating a community water tank and even assisted the Barangay Nutrition Scholar (BNS) and the Barangay Nutrition Action Officer (BNAO) of the adopted barangay in surveying the community's watershed reservation.

Formal and Non-formal Education

The School of Teacher Education (STE) belongs to the "Literacy Cluster." They donated copies of teacher's manuals and other relevant books. The school also provided an orientation on how to maximize the use of book donations as well as activities on improving reading capacities of young people which resulted to a positive feedback since the community claimed that there has been an improvement in reading comprehension among the target students.

STE has been the lead school in promoting literacy outreach activities to the university's adopted school (Lindawan Elementary School) in Barangay Lucnab. Each activity has an average of 2-4 activities/sessions per semester, given that there was no cancellation of the scheduled activity. STE also provides "Zumba" sessions for the residents

The School of Liberal Arts and Human Sciences (SLAHS) also donated reading books for high school students and school supplies for the Day Care Center. Other outreach activities included reading programs and paper folding activities. SLAHS teachers also did their part through the conduct of literary activities in the classrooms since it was one of the priority requests made by the community.

Literary activities were conducted once or twice a year within and among the adopted schools in preparation for the literary contest to be participated by the adopted schools within Barangay Lucnab. The B. A. Mass Communications Program head the activities in collaboration with the SLAHS Outreach Coordinator. The Outreach coordinator also spearheads other literacy-related activities conducted by the other programs under SLAHS.



The B.A. Political Science Program conducted a barangay resolution making training in Barangay Lucnab in SY 2015-2016 (2nd Semester). The barangay officials appreciated the training since they were given legal information and knowledge in drafting barangay resolutions properly.

A supposed follow up activity was scheduled in the second semester of SY 2016-2017, this time in collaboration with the office of the Graduate School. But due to conflict with the schedule of the barangay officials of the adopted barangay, the planned outreach activity was not accommodated in Barangay Lucnab. Thus the activity was rescheduled to Loakan Barangay and was pursued last January 2017.

The UB Center for Counseling and Student Development (CCSD) Office conducted counseling sessions for the high school students of Lindawan National High School last second semester of SY 2016-2017. The CCSD addressed concerns related to dysfunctional families. These concerns were manifested in cases of broken families. Related concerns include OFW parents who rarely monitor their children, children left under the care of grandparents, misunderstandings between parents and children, concerns on student discipline, distant relationships with parents who have to work at night in the night market, and adolescents looking for familial love and care as a consequence of absentee-parents.

The counseling sessions were a response to the request of the OIC Principal of Lindawan National High School addressed to the UB ECOS Office to come up with a counseling program intended for the students of the said high school. The principal noted the reported cases and issues related to parenting, bullying, and use of prohibited drugs. CCSD had scheduled once a week counseling program for three months.

During the second semester of SY 2015-2016, other schools in the university also had their bucket of activities such as the School of Information Technology which hosted a one-week basic computer literacy in the university. Their activity benefitted about 17 residents of the adopted barangay. The training programs focused on student's literacy on MSWord, PowerPoint Presentation, and Excel Spreadsheets programming.



The School of Engineering and Architecture (SEA) also hosted basic welding skills training in the university. They invited and trained eight participants from the adopted barangay. A limited number of Lucnab residents participated in the training workshop due to the limited number of welding materials needed for the skills training. The outreach activities were scheduled on a series of Saturdays for the whole month of March (SY 2015-2016). Those who finished the skills training were given certificates of completion.

Although information dissemination on the proper use of artificial and natural birth control methods is not fully a part of the UB ECOS outreach activities, the Allied Medical Sciences outreach cluster did its part through proactively inculcating among the adult residents the proper use of artificial and natural birth control methods last second semester of SY 2015-2016.

Livelihood and Income Opportunities

From the start of the MOA signing between UB ECOS and the officials of Barangay Lucnab, the University of Baguio was able to educate the community through activities on salad making, cake making, and food processing. Eight women/mothers within the community benefited from this activity. Other outreach activities involved candle making, flower folding and design, and basic welding skills.

The School of Business Administration (SBAA), School of International Hospitality and Tourism Management (SIHTM), and the School of Engineering and Architecture (SEA) served as the lead schools in promoting livelihood activities for the residents. SBAA focused on financial literacy and importance of establishing community cooperatives. On the other hand, the SIHTM handled the food processing and preservation.

During the first semester of SY 2017-2018, SBAA conducted a financial literacy seminar in the barangay. The activity was intended for those who have small-scale businesses within the community. The candidates of MISS UB in collaboration with SIHTM and the Office of Students Affairs (OSA) conducted a training on “longganisa making.”



The livelihood activities aimed to boost the income and give alternative livelihood sources to help augment the daily needs of low-income households of the adopted barangay.

Safety and Security

Concerned offices and schools in the University in collaboration with SLAHS, conducted first aid, disaster preparedness, risk management, disaster prevention and fire prevention seminars. The Campus Planning and Development Office (CPDO) provided the actual training. The School of Criminal Justice and Public Safety (SCJPS) provided inputs in disaster management necessary in every barangay unit. The Security Office also collaborated with CPDO during emergency situations.

The University invited twice the barangay officials to educate them on emergency response related activities. The first outreach activity on this area of concern was conducted at the RCB Dome in 2015. The topics tackled included first aid, use of fire extinguishers and fire protection, and human trafficking. The second was scheduled last 2016 in Barangay Teachers' Camp and the Philippine Military Academy. Life-saving trainings and anti-drug campaign were the key topics.

The School of Criminal Justice and Public Safety (SCJPS) students also spearheaded seminar-workshops on disaster preparedness and anti-kidnapping information dissemination campaign. Lastly, the UB NSTP also donated street and traffic signages bearing the following slogans: "Aso Mo Tali Mo" and "No Parking" to reiterate to the barangay residents the existing barangay and city ordinances which promote public safety, order, and health.

Participation

SLAHS faculty members and students through the BA Political Science Program conducted seminar-workshops on Barangay Resolution and Barangay Ordinance Making/Drafting for the benefit of elected members of the Barangay Council. Through this outreach activity, the barangay officials of Lucnab were given legal information and knowledge in drafting barangay resolutions properly.



Conclusion

A community diagnosis through needs assessment activities is important. The University of Baguio through the ECOS should conduct a needs assessment before implementing any intervention activities. The needs assessment will help the university in implementing any community development efforts vis-à-vis the current and immediate priority needs of the adopted barangay. In this way, the UB ECOS will be able to determine the appropriate interventions and strategies to be introduced for the community. Also, well-trained and well-educated needs providers as represented by the collective involvement of the different schools, departments, and offices are necessary to implement priority interventions for the community's development.

The adopted barangay and its residents need change, and they can stimulate change among themselves only if their optimum potentials and capacities are exhaustively tapped. Thus, the community needs professional guidance in dealing with their problems. However, the residents must also participate actively in decision-making that affect their lives.

An ideal outreach program requires the conscious and organized collaboration of the participants. There must be a continuous development of community leaders through proper education and training needs assessment. Lastly, community welfare is the first consideration in determining programs. However, these programs cannot be provided without funds and other available resources (human, physical capital, knowledge, expertise, relevant trainings, etc.) coming from within and outside the adopted community.



Bringing the world to our doorstep – the University of Baguio as an agent of interconnectivity

Rhoda Basco-Galangco, Research and Development Center
Dr. Esmeralda M. Gatchallan, Institutional and External Affairs Office

The University of Baguio (UB) is a private, autonomous university founded by Dr. Fernando G. Bautista and Rosa C. Bautista on August 8, 1948, as the Baguio Technical and Commercial Institute. On August 7, 1969, it officially became a university. From 80 students, it has steadily made a name for itself as one of Baguio City's biggest universities with an average student population of 12,000.

The University of Baguio welcomes students from all walks of life, race, and beliefs. Through its more than six decades of existence, UB has nurtured generations of students from Baguio City, the greater Cordillera region, the rest of the country, and at least 19 foreign nations. As of January 2017, the University has an enrolment of 322 international students, with Koreans as the most numerous.

The University of Baguio is committed to provide balanced quality education by nurturing academic excellence, relevant social skills and ethical values in a fun learning environment. Its mission is to educate the individuals to be empowered professionals in the global community.

UB was granted an Autonomous Status by the Commission on Higher Education on March 11, 2009, the first non-sectarian university in CAR to be granted such. This status makes UB among the select 42 private higher educational institutions given an autonomous status out of more than 2,000 throughout the country. In December 2017, the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

*** This case study won 3rd place in the PACUCOA Search for Best Case Study 2017 on December 1, 2017. The awarding was held at Conrad Hotel in Pasay City*



recognized the University as the institution with the highest number of accredited programs. The following are the programs with their corresponding accreditation level status as certified by the Federation of Accrediting Agencies of the Philippines (FAAP):

Bachelor of Science in Information Technology	Level I Formal Accredited
Master of Arts in Education	Level I Formal Accredited
Master of Arts in English	Level I Formal Accredited
Master of Arts in Public Administration	Level I Formal Accredited
Master of Science in Criminology	Level I Formal Accredited
Master in Business Administration	Level I Formal Accredited
Doctor of Philosophy	Level I Formal Accredited
Elementary	Level II First RA
High School	Level II First RA
Science High School	Level II First RA
Bachelor of Science in Accountancy	Level II First RA
Bachelor of Science in Computer Science	Level II First RA
Bachelor of Science in Tourism	Level II First RA
Bachelor Science in Criminology	Level II Third RA
Bachelor Science in Hotel and Restaurant Management	Level III Accredited
Bachelor of Science in Medical Technology	Level III Accredited
Bachelor of Science in Business Administration	Level IV Accredited
Bachelor of Arts (Communication/English/Political Science)	Level IV Accredited
Bachelor of Elementary Education	Level IV Accredited
Bachelor of Secondary Education	Level IV Accredited
Doctor of Dental Medicine	Level IV Accredited

The University of Baguio has international partners for the deployment of its students enrolled in internship or on-the-job training program. The students of the School of International Hospitality and Tourism Management, one of the flagship programs of the University, have their international practicum in the United States of America (Omni Hotel, Port Royal, Wintergreen Resorts, Sea Island Resort, Gaylord/Marriott Hotel & Resort, Four Seasons, Hilton Marco Island Beach Resort & Spa, King and Prince Beach and Golf Resort, YMCA of the Rockies, Cayton's, and Gaylord Orpyland Resort and Convention Center), Singapore (Riverview Hotel,



Hotel Royal, Four Seasons Hotel, Gallery Hotel, Hard Rock Hotel, Sentosa, Hotel Miramar, and Grand Mercure Roxy Hotel), and Thailand (Novotel Resort). The School of Teacher Education is linked with the College of Asian Scholars, Khon Kaen, Thailand, for the international practicum of the student teachers. The University also sends faculty members to teach in the Master in Business Administration program of the College of Asian Scholars.

Through the years, the University has produced topnotchers in many of its programs, notably in Criminology, Dentistry, Teacher Education, and Medical Technology. It has also received numerous national awards for the performance of the students in the board examinations, the most recent of which were Top 1 Performing School in Medical Technology in 2016, Top 3 Performing School in Criminology in 2016 and 2017, and Top 2 Performing School in Sanitary Engineering in 2015. In 2016, the Commission on Higher Education granted the Center of Development (April 1, 2016, to December 31, 2018) to the School of Teacher Education and Center of Excellence (January 1, 2016, to December 31, 2018) to the School of Criminal Justice and Public Safety for its Criminology program.

The UB Voices Chorale is a three-time Champion in the MBC National Choral Competition from 2014 – 2016, therefore a Grand Prix Awardee and Hall of Famer nationwide. In 2015, they garnered a Silver Medal in Fukushima, Japan. They are also double Gold Medalists in the Voyage of Songs in Malaysia and Grand Prix Winner in 2017 North Sumatra International Choral Competition.

The UB Lady Cardinals bagged the Championship again in the 30th Season of BBEAL. The UB Taekwondo Team, who are also the Philippine National Team Players won gold, silver, & bronze for the Palarong Pambansa 2017, are Silver and Bronze medalists in the 2017 Asian Cadet and Junior Taekwondo Poomsae Championships, in Vietnam and Kazakhstan. The UB Boxers won Gold medals in their competitions in Kazakhstan and the 4th Philippine Sports Commission Women's Martial Arts Festival. In this same event, the UB athletes in Judo won gold and the Arnis Team brought home 8 Gold, 6 Silver, and 5 Bronze medals. In the recently concluded 2017 World Universiade games in Taipei, UB Wushu athlete won Silver medal, while in the 2017 SEA Games, UB archer brought home the Bronze.



The students, too, receive awards in both the academic and sports fields. The Dentistry students are annual winners in the research competitions sponsored by the South East Asia Association for Dental Education.

As of 2017, UB has 10 Schools and offers 55 degree and non-degree programs. It has 26 bachelor's degree programs, seven master's degree programs, four doctorate programs, and 22 Associate, Certificate, and Diploma programs. UB also has a Laboratory Elementary School, High School, Science High School, and Senior High School. The graduate programs offered are Master in Dental Education, Master of Arts in College Teaching, Master of Science in Criminology, Master in Public Administration, Master in Business Administration, Master of Arts in English, Master of Arts in Education, Doctor of Business Education, Doctor of Philosophy in Criminology, Doctor of Education, and Doctor of Philosophy in Development Education.

There are 413 faculty members and 205 non-teaching personnel supporting the operation of the school.

Dr. Dhanna Kerina Bautista-Rodas is the 8th president of the University of Baguio. She is also the incumbent president of the Philippine Association of Colleges and Universities.

Significant achievement/Impacts of accreditation

Philosophy and Objectives

Faculty members and students were not aware of the VMO and program educational objectives. A tracer study specific for the programs was not conducted, neither was a comprehensive tracer study.

The program educational objectives were included in the syllabus and discussed during the first meeting of the semester, heightening the awareness level of the students and the faculty. The administration gave the employees and students an ID sized card containing the VMO, and the core values of the university. This card is put in the ID holder together with their



school ID. As a result, employees and students became familiar with the VMO and the core values, and they have developed an appreciation of the efforts of the University to continuously improve its services to the academic community, external stakeholders, and the rest of the country.

The Research and Development Center (RDC) organized a Tracer Study Committee. Endorsements were obtained from the heads of the different government agencies and LGUs to administer the Alumni Tracking and Survey Form to their constituents and the different field offices. This strategy ensured a higher turnout of accomplished Alumni Tracking Form. The School of Information and Technology created the UB Online Alumni Management System (UB OAMS) found in the UB website. Together with this is an alumni tracking site in the website of UB Research and Development Center. These online sites yielded a good number of responses from UB alumni abroad and in far places in the country. Consequently, UB found a way to maintain its ties with the alumni.

Faculty

Faculty members should be provided more opportunities for exposure to enhance their instructional and research skills and strengthen their network and linkages.

A committee of Deans and Heads initiated the creation of a Faculty Development Program. The program includes provisions for the professional development and growth of faculty members, such as completing graduate studies, scholarships, attending national and international seminars and conferences, enrolling in crash courses and training programs, producing research and creative work, and participating in outreach activities. The number of faculty members sent on seminars, conferences, and training increased by almost 50% thus, the file 201 of the faculty members was enhanced, and they modernized their teaching methods. Some were also tapped by other institutions and the adopted barangay of the University to serve as resource speakers and trainers.

The Commission on Higher Education (CHED) granted thirteen faculty members scholarships in the graduate school. One of them has recently finished her doctorate. Apart from endorsing the faculty members



to external scholarships, the university also gives a grant in the amount of P20,000. 00 to faculty members who are writing their thesis/dissertation. This financial assistance from the university helped the faculty members finish their degrees. Thus, there was an increase of faculty members with master's and doctorate degrees. Also, fifteen new faculty members were added to the roster of researchers. Some of them have collaborated with researches from other programs, and others have collaborated with researchers from other institutions and government agencies, resulting to closer ties between UB and external stakeholders. The administration financially assists researchers in the presentation of their papers in national and international conferences. Some faculty members also received outstanding research awards from international institutions and local organizations, increasing the visibility of the university in the circle of researchers. This may have contributed to the invitations to serve as peer reviewers of institutional journals which strengthened the ties between UB and other institutions in the country.

An increasing number of faculty members have joined the professional organizations of their disciplines such as PAFTE (for teacher education), PAMET and BIOTA (for the natural sciences teachers), PICE, IECF and PSSE (for Engineering), UAP (for Architecture), PDA (for Dentistry), PNA (for Nursing), PICPA (for Accountancy), among others. Their membership in these organizations have connected them to people in their fields in different parts of the country and forged collaborations between and among them.

Instruction

Evaluation tools used to assess students' performance were not assessed for reliability and validity. A curriculum map should be included in the syllabi. Evidence did not show research done by students related to the curriculum.

The Program Chairs, Subject Heads, and Deans check the test papers of the faculty members during the first, second, and final grading periods. Faculty members cannot administer the test if the test paper does not bear the signature of the Program Chair, Subject Head, and Dean. This practice has resulted to less typographical and grammatical errors in the tests. In the School of Information Technology, School of Nursing, and School of Liberal Arts and Human Sciences, the faculty members are required to



attach their table of specification in the test paper for checking. Doing item analysis of the test is required in the Schools of Business Administration, Information Technology, Teacher Education, and Liberal Arts and Human Sciences. These practices made the teachers take assessment of student learning seriously and also resulted to a higher credibility of the academic performance of the students. A curriculum map was included in the syllabi of faculty members in many schools to guide the teachers in their assessment activities, content of lessons, and evaluate if they are heading towards the attainment of the University's VMO and program educational objectives.

Each school has its research agenda and priority areas. The Research Anchorperson spearheaded the crafting of these research guides. Thus, the researches of the students were aligned to their school research agenda. Some of the results were used by the schools to improve identified weaknesses in their operation and practices. The Research Anchorpersons were also tasked to coordinate with the Program Chairs and Deans to craft the program research agenda.

Laboratories

The network speed of the LAN was slow. Ventilation in the MIS and computer laboratory rooms were not adequate. Calibration of the measuring devices in the Physics laboratory rooms was not regularly done.

The University is using cat 5 cable capable of running 100 mbps thus, the network speed of LAN became fast. Above this recommendation, the University has requested the PLDT for faster internet connection, allotting 100 GB for the laboratories and offices, and another 100 GB for student wifi. The faster LAN speed and internet connection resulted in faster communication and access to information.

To ensure a conducive learning atmosphere in the computer laboratories, the windows that used to be locked were allowed to be opened. Additional exhaust fans and ceiling fans were also installed. As a result, the students enjoyed their laboratory activities, and the computer units lasted longer. In the Management Information Systems (MIS) Office, two Iwata fans and a big electric fan were installed. This has resulted to a better working condition in the room compared to the time the temperature was high.



The engineers in the Physics laboratory used to do the calibration of the instruments while they were looking for licensed calibrators. The second calibration of the devices will be done this November 2017 by Waveform Company, Manila.

Research

Faculty research production was very low. Those who were doing research were the same people. The UB Research Journal is not peer-reviewed, and opportunities for dissemination was limited. There is no research laboratory.

The Research and Development Center crafted a Research Competency Program for faculty, staff, and students to enhance their research capability. It also crafted a research mentoring program for faculty. These programs resulted to an increase in the faculty research outputs. Fifteen faculty members joined the roster of researchers. For the first time, a president of the University and a Vice President for Finance have published research articles in the research journal of the University. Two collaborative studies from Dentistry, Engineering, Nursing, and Information Technology were submitted to the Cordillera Regional Health Development Consortium for funding, another first in the history of research in the University. The RDC was also commissioned by the Regional Advisory Council of the Police Regional Office to do a survey. The staff of the RDC were tapped by the UP-ACTRC, Diliman, as enumerators in their LEAPS Project for DepEd. Consequently, the university has become visible in the research community of the region and the country.

Two research journals were added to the publications of the RDC. The Sukimat (ISSN 2467-7175) is the peer-reviewed journal with an international editorial board. With the inclusion of the Sukimat in the Philippine E-Journals database, faculty researchers will have citations for their studies. The involvement of international peer-reviewers also brought the University to the attention of the rest of the world. The Catalyst (ISSN 2449-500X) was created to publish the studies of the undergraduate students. This journal paved the way for a collaboration between the University and the neighboring universities whose students submit their studies for publication.



A research laboratory was established for the students and the employees, with computers installed with SPSS and Grammarly, a plagiarism detector and grammar checker software. As a result, the quality of the researches of students and employees improved. The students, especially from the Dentistry, Medical Technology, Physical Therapy, UB High School, and Science High School won awards in research competitions. The RDC also conducts a yearly separate research colloquium for faculty and students. This has resulted to letters of requests from some academic institutions to participate in the colloquia and engage in collaborative studies with the faculty and students of the university.

Library

The library could not accommodate the number of students enrolled. The in-house OPAC experienced problems in maintenance and repair. There is a limited subscription to journals and book acquisitions.

The Centennial Library with a seating capacity of 350 was built. To date, there are three libraries for the college department and one each for the basic education department. The University purchased the Follett Destiny Library Manager (DLM) software to automate the acquisition, technical, and circulation services of the library. Consequently, time spent by the students searching materials was reduced and they could also access UB library at home. The University also subscribed to World Book Online, Gale Powerpack Databases, Ebsco, and Philippine E-journals. Hence, students enrolled in research and faculty members doing research had easy access to scientific literature in their field, and they could do literature search at home using these databases. Apart from facilitating the completion of research, these databases helped the researchers connect with the authors of the studies. Thus, the network of the researchers increased. The library also purchased adjustable shelves, making it easy for the students and the librarians to find and return books.

Student Personnel Services

The university constantly encourages the personnel to take the necessary examination required in their profession and to upgrade their



academic qualifications. Among the 14 staff of the Center for Counseling and Student Development (CCSD), two are licensed Counselors, one will take the licensure examination in 2018, ten have aligned master's degree, one is enrolled in Thesis 1, and one will graduate in December 2017. The CCSD created the Peer Facilitator's Program which aims to engage the students in advocating and promoting the CCSD services to the student populace. The presence of the student peer facilitators connected the CCSD to the student body who became more comfortable in availing of the CCSD services.

The number of student organizations increased through the years. There are currently 49 school-based organizations and eight university-wide. Hence, a separate office was designated for them. They occupy the office below the NSTP Office at the D Building. The head of the student body organization supervises the activities of the students.

Social Orientation and Community Involvement

Alumni, students, teaching and non-teaching involvement in the various community outreach activities was not evident, especially in the planning, coordination, and implementation. Reflections were not made by the students after each outreach activity. There is no regular staff to help the Director implement the programs of the office. The outreach projects were not monitored regularly to ensure their success.

Alumni participation was boosted in collaboration with the UB Alumni Foundation (UBAFI) officers. They are the partner implementer of the University's outreach office in the services provided to the partner communities. This partnership between UB and the UBAFI strengthened the ties between the University and its graduates. The involvement of the different student organizations in the community programs resulted to a higher civic consciousness among the students as gleaned from their reflection papers. These reflection papers are attached in the accomplishment reports of the Outreach Coordinators. Guided by the objectives of their programs and the university, the students initiate outreach projects through the help of the school Outreach Coordinator. The non-teaching personnel participate in assessing potential projects for the community. In lieu of a regular staff to help the Director implement the projects, there are 14 outreach coordinators



from the different schools who effectively facilitate the outreach activities.

Physical Plant and Facilities

A number of classrooms and hallways were not provided with floor/emergency plans.

The Campus Planning and Development Office (CPDO), in cooperation with the Security Office, placed floor plans in each classroom, office, and floor in the different buildings. The CPDO also posted floor plans in the elevators. The visibility of floor plans in the different places in the university made the students and employees familiar with the evacuation plans. Above this, the University has modernized and upgraded its facilities. The administration centralized the distribution of controlled substances used by the Schools of Criminal Justice and Public Safety, Natural Sciences, Dentistry, Nursing, and Engineering and Architecture in the Chemical Supply Room. This centralization generated a better interaction among the students in the University. The hot and cold kitchen for the Hotel and Restaurant Management students was equipped with audio and video for a more interactive learning, cold storage facility, and cooking equipment. Hence, the students were already familiar with modern equipment in the industry when they go for their OJT. In the School of Dentistry, a simulator room, dark room, and additional surgery rooms were provided. With these, the satisfaction of their external clients increased, and the students became motivated to serve them.

Organization and Administration

There was only one manual for faculty and employees. There was no evidence of evaluation of the MOAs that had ended to determine why renewal was no longer advisable.

Through a series of consultation with the concerned groups, the administration finalized the 2017 editions of the Manual for the Non-teaching Employees and the Faculty Manual. The Manual for the Administration is being finalized. The non-teaching employees and the faculty came to understand their functions and responsibilities because they were provided in the manuals.



The results of the evaluation of the effectiveness of the e-learning in enhancing the communication skills of students enrolled in Effective Speaking became the basis for the termination of the contract with ELearning Systems, Inc. The university terminated its MOA with other companies where the students have their internship because of unfavorable feedback from the students who wrote their unpleasant experiences in their journals and the low satisfaction rating they gave to the company. By making the students evaluate the industry partners, the University administration had a valid reason for terminating the MOA.

CONCLUSION

The suggestions and comments of the PACUCOA accreditors have improved the processes and resources of the University of Baguio. These may not be noticed by the stakeholders, but the data reveal that the University has done much to modernize its facilities and equipment, upgrade the qualifications of the employees, improve policies and practices, and provide good quality education to the students. Eventually, the University will be at par with the well-known universities in the country.

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The School of Business Administration: Scaling up to stay on top

Dr. Ruby Refuerzo Buccat, Ph. D.
Schoool of Business Administration and Accounting

Two years after Fernando and Rosa Bautista have established Baguio Technical and Commercial Institute (Baguio-Tech), the Bachelor of Science in Commerce program was opened. The College of Commerce with its BS Commerce majors in Accounting, Management, Banking and Finance, was granted Level I by the Philippine Association of Colleges and Universities-Commission on Accreditation (PACUCOA) on February 8, 1993, and was given Level II accreditation on May 19, 1995.

Believing in the need to keep the college in check with the standards set by the Commission on Higher Education (CHED) and PACUCOA, the College of Commerce continued to pursue excellence and was granted Level II Re-Accreditation in September 1997 and Level II Second Re-Accreditation in February 2002.

Effective first semester of SY2007-2008, the University of Baguio implemented CHED Memorandum No. 39, Series of 2006. Thus, the Bachelor of Science in Business Administration (BSBA) replaced the Bachelor of Science in Commerce. Since then, the BSBA program offered Financial Management, Human Resource Development Management, Marketing Management, and Operations Management as majors. In 2007, the program attained a Level III Accredited Status.

In December of 2012, an accrediting team from PACUCOA evaluated the Bachelor of Science in Business Administration along the following:

- Criterion I: Excellent Teaching and Learning Outcomes of the Program
- Criterion II: Research Productivity of the Program
- Criterion III: Community Service of the Institution and the Program
- Criterion IV: Linkages and Consortia of the Institution and the Program
- Criterion V: Planning Processes
- Criterion VI: Career Planning and Development for Students of the Program

After having satisfied the requirements set forth by the accrediting agency, the Business Administration Program was awarded the Level IV Accredited Status in January 2013.

The Business Administration Program's State of Affairs

Philosophy and Objectives

The university crafted and implemented a new vision, mission, and institutional objectives that served as basis for the formulation of the college objectives, program outcomes, and course objectives. These paved the way for developing specific and workable program outcomes for the different academic programs in support of outcomes-based education.

The VMO of the university is integrated in all the course syllabi ensuring that students know them by heart. Teachers spend at least one hour during the first meeting every semester to remind students of the VMO. The VMO is posted in strategic areas in the campus to guide various stakeholders.

Faculty

One hundred percent (100%) of the faculty members were masters degree holders. Membership to professional organizations in either local or national levels was limited.

Faculty members engage in continuing education because their development will mean better insights and practices to share with their students. One hundred percent (100%) of the faculty members of the business administration program are masters degree holders, with one (1) who concurrently is a Master of Laws. Two (2) are doctoral degree holders, and more than fifty percent (50%) of the business administration faculty members have pursued post-graduate studies by enrolling in the newly opened Doctor of Business Administration program of the university.

The faculty members explored membership in professional organizations in both local and national levels. The faculty members are



members of at least one of the following organizations: Alliance of Business Educators and Students of the Philippines, Inc. (A-BEST Philippines, Inc.), Entrepreneurship Educators' Association of the Philippines, Inc. (ENEDA), *Institute of Management Accountants* (IMA), Integrated Bar of the Philippines (IBP), Philippine Council of Deans and Educators in Business (PCDEB), and the *Philippine Institute of Certified Public Accountants* (PICPA). Through these memberships and affiliations, opportunities abound. While they grow professionally, the school and the students also benefit from the knowledge they get from all the trainings.

Instruction

Only few faculty members conducted test item analysis and interpretation of their examinations.

One of the final requirements submitted by the teachers is an item analysis of each of the subjects they taught for the semester. The results of the item analysis allow the teachers to innovate – to improve the tests they prepare and administer.

Students have brought home awards from various local and national competitions. This is a reflection of the quality of instruction made available to them.

Laboratories

A state-of-the-art simulation room was available for use of graduating students in their pre-apprenticeship program and activities. However, no manual of operations was available to guide the effective and efficient utilization of the simulation room.

The operations manual prepared in 2014 contains a description of the office and the different machines in the simulation room. Since the simulation room also functions as a consultation room, the operations manual also includes academic advising/consultation flowchart. It also contains the do's and don'ts in the simulation room as well as sample forms used.



SAP Business One is integrated in the subject Accounting Information System or COMPA11 for those under the BS Accountancy Curriculum and ACMPTR3 for those enrolled in the BS Business Administration Curriculum. Students enrolled in this subject are given hands-on training using the software in computer laboratories where they enjoy a 1:1 student-computer ratio.

Research

Studies conducted by faculty members were limited to institutional research topics. There was a need for a research capability training program to be conducted for the business and accountancy faculty members.

A series of research-related seminars and workshops were organized and implemented by the Research and Development Center (R&DC). These were attended by the business and accountancy teachers. There were two seminars organized through the initiative of the School Research Anchorperson in school year 2015-2016. Majority of the SBAA faculty members attended the said seminars.

Library

The section head librarian of the school verifies the references indicated in all the course syllabi to make sure that they are available in the library for the use of the students. The library regularly acquired new books through the collaboration of the library committee, the library staff, and librarian. The library subscribed to EBSCO, Gale, and World Book Online. Hence, the students and faculty members have faster access to literature they need in their studies. Based on the most recent login usage report for EBSCO, forty (40) SBAA users have accessed EBSCO database. On the other hand, the World Book Online advanced report view for SBAA show that as of November 2017, there have been fifty-six thousand one hundred twenty (56,120) estimated hits, one thousand forty-four (1,044) product sessions, seven hundred fifty-six (756) content views, and one thousand six (1,006) searches.



Student Personnel Services

All services to the students are adequate but improving these services is paramount to the overall well-being of the students.

Students are encouraged to avail of the various student personnel services. Graduating students are required to take the personality test administered by the Center for Counselling and Student Development (CCSD) and also to undergo the mock interview organized by the same office. These activities help the graduating students prepare for the challenges related to the search for employment after graduation. The CCSD also continues to collaborate with different agencies to connect our students to employers through the job fair it organizes and facilitates. The Office of Student Affairs, in 2015, introduced *Parangal*. Through the *Parangal*, student organizations, its officers, members, and advisers are recognized for their contribution to the school and its community as well as their performance in various activities. In 2015, the *Parangal* awarded the adviser of the Junior Financial Executives (JFINEX) as Adviser of the Year and Timeless Legacy Adviser. *Parangal* also recognized the JFINEX for Best Managed Funds. In 2016, *Parangal* hailed the Junior Association of Marketing Executives (JAME) as Student Organization of the Year. For the second time, JFINEX was recognized for Best Managed Funds while their adviser was once again named as Adviser of the Year. In 2017, JFINEX bagged the award for Best Managed Funds, and their adviser was awarded as Timeless Legacy Adviser.

Social Orientation and Community Involvement

San Luis, the previous partner barangay, was able to establish its Cooperative with the help of the school. Other communities were considered by the university to benefit from its outreach activities.

At present, the University concentrates its outreach activities in Barangay Lucnab, Baguio City. This allows closer collaboration with all stakeholders. The Outreach Office of the University tapped the SBAA faculty members and students as resource speakers for topics such as packaging and basic income taxation.



Physical Plant and Facilities

There were two ATM booths within the campus making banking transactions convenient for students and employees.

More banks have set up their automated teller machines within the campus. This helped serve more students and employees in their banking needs.

Organization and Administration

The 8th president of the university took over in 2015. Likewise, there were some changes in the organizational structure and new appointees to head some offices. An office to handle institutional and external affairs was created and is headed by the Vice President for Institutional and External Affairs (VPIEA). Through this office, we can connect and collaborate with the alumni, industry partners and linkages, and the community. The Research and Development Center, also under the VPIEA, is instrumental to the ability of the institution and its members to innovate.

CONCLUSION

The School of Business Administration and Accountancy continues to move up the ladder of excellence as the administration supports the endeavors of the stakeholders to achieve the best in business and accounting education. The school is innovating its operations and upgrading its infrastructures so it could give the best quality of education to the students and professional development for the faculty.



**A Report on the CPA Licensure Examination
Performance of Graduates of UB:
May 2008 - October 2017**

Rhad Vic F. Estoque, CPA, MBA, CMA
School of Business Administration and Accounting

The CPA Licensure Examination (CPALE) overall passing percentage of University of Baguio was consistently above the national passing rate from May 2010 up to October 2017 based on the data provided by the Republic of the Philippines Professional Regulation Commission. The school was even able to produce board placers such as Randy Ventanilla, Tom Brian Aguillar, and Stephanie Solomon.

Improving the passing rate was a daunting task. It involved a synergy of different factors to attain this feat. Critical to the success of the students is the Accountancy curriculum in effect during in the last ten years. The school adopted the five-year curriculum from the former four-year curriculum. The overall passing rate of the school gradually improved under the five-year curriculum in contrast to the four-year curriculum. Overall passing rate in May 2008 was 18.18% and gradually improved to 35.71% in October 2009 to 73.08% in October 2015. The additional one year or the 5th year is an embedded in-house CPA review which stemmed from the requirement of Professional Regulation Commission-Board of Accountancy (PRC-BOA) that schools offering Accountancy should incorporate review classes in their curriculum.

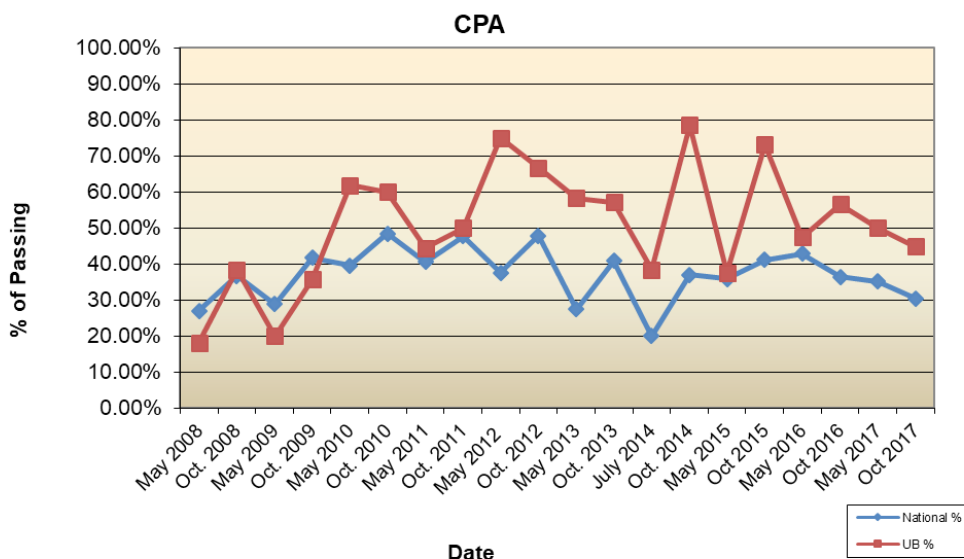


Figure 1. Comparative CPA Board Performance for
May 2008 – October 2017

A pool of tenured professional reviewers, industry practitioners, faculty, and successful CPALE passers of the school taught the 5th year review. The current line-up of reviewers show that two out of the ten reviewers have at least 20 years of teaching and professional CPA review experience. One is a practicing lawyer. Three are auditors of audit firms. Two are full-time faculty of the school, one is an accountant in the government sector, and one employed in commerce and industry. As a policy in the CPA In-house Review, the subject syllabi were based solely on the CPALE syllabi. Exam contents were based on the Table of Specifications of the actual board exams. Samples of periodic examinations administered include actual board exam questions combined with reviewer formulated exams that are patterned based on actual exam questions. It can be inferred that simulation of the actual board exam in the 5th year level, and exposure to actual board exam type of questions helped in improving the passing rate of the school.

The admission-retention policies under the new the curriculum required an efficient implementation from the faculty and its administrators.



The Accountancy Program practices and open-admission policy but has a stringent retention policy. Students are required to get a grade of at least 85 in their basic Accounting subjects for the students to be allowed in the Accountancy program. Moreover, they are required to at least maintain a grade of 80 in their major subjects covered by the board exams before they are allowed to graduate. Records from the Registrar's office show that under the new curriculum there was a decline in the number of graduates from 41 in March 2003, 26 in March 2004 and only 10 in March 2008. There were times that only two or three accountancy students qualified for graduation, such as three in October 2010, three in April 2011, and two in October 2011. According to the Registrar, the number of graduates significantly declined when the five-year curriculum was implemented. The school's performance declined when the number of graduates gradually increased. In October 2015, 24 took the exam for the first time but only 18 passed, and in October 2016, only 13 out of 18 first time takers passed the board exams. Apparently, the admission-retention policies are crucial in increasing the chances of graduates to tackle the CPALE.

The faculty constantly attended seminars and training on related updates in the accountancy profession. At least two accountancy faculty attended the Annual Accounting Teachers' Conference (ATC) from 2008 to 2015 on rotation basis. Aside from ATC, accountancy faculty attended on an annual basis the seminars sponsored by the Philippine Institute of Certified Public Accountants the premier Continuing Professional Development (CPD) provider of accountants in the Philippines. These seminars are necessary for accountants as mandated by the PRC. Accountants are required to earn the minimum required CPD units of 60 units a year. The 2017-2018 line-up of Accountancy faculty shows that seven of the eight full-time faculty are Accredited Accounting Teachers as of 2016. Accreditation as an accounting teacher is a basic competency requirement from PRC-BOA for CPAs in the field of Education.

The administration approved financial support provided to students when they are sent to academic and non-academic conferences relevant to their course. The school annually shoulders the registration fee of students attending the Junior Philippines Institute of Accountants' Annual Mid-Year Convention. Administrative support is evident during the duration of the



CPALE, through sponsored meal allowances and Board Exam Operations which were consistently practiced from 2008 to the present. Board Exam Operations are intended to boost the morale and confidence of the examinees.

Students undergo rigid training within and outside the school premises. They are constantly exposed to local, regional, and national competitions in both curricular and extra-curricular events. UB delegates compete annually in the PICPA Quiz Bee and Bureau of Internal Revenue’s “Taxgisan ng Talino.” The students won multiple awards in local, regional, and national competitions. UB is the champion in the local PICPA Quizbee for straight five years now. UB is also the reigning champion in the first-ever “Taxgisan ng Talino” that started this year. In 2015, delegates from University of Baguio won Best Chapter in Academic Performance in the JPIA-AMC. Joining competitions expose students under conditions that develop their competence and skills that are needed in tackling the CPALE.

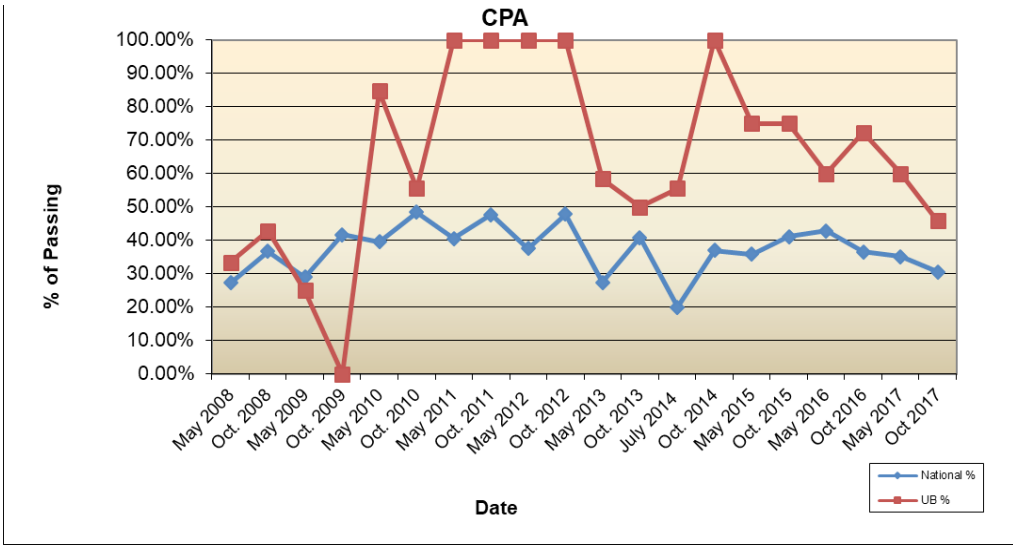


Figure 2. Comparative CPA Board Performance for First-time Takers-May 2008 – October 2017

Data from May 2010 to May 2017 show that the passing rate of first-time takers is from 84.62% to as high as 100% in 2011-2012 and October 2014. The

CPALE subjects, Table of Specifications, and Syllabi was radically changed starting May 2016 under the leadership of PRC BOA Chairman Honorable Joel Tan-Torres. Significant changes were adopted to include new topics under Regulatory Framework for Business Transactions, and Taxation that took effect in the October 2017 CPALE. These topics were completely new and were not yet incorporated in the undergraduate curriculum when the examinees for the October 2017 were still students. Such topics include Anti Money Laundering Act, SEC Regulations, Central Bank Rulings, Local Business Taxes, to name a few. Currently, there are no textbooks available for these new topics. These changes significantly affected the results of the CPALE passing rate from a ten year all-time average national passing rate of 40% to only 30%. Examinees from University of Baguio were not spared which resulted to only 45.83% passing rate for first-timers. It is for the first time in 8 years that the first-time takers from UB had a passing rate that was lower than 50%. In the past, significant changes in the Board Exam TOS and Syllabi will only take effect after three years to give schools the opportunity to update undergraduate curriculum and syllabi. The latest significant changes were implemented in the board exam only after a year.

Under CMO 27 of 2017, the accounting profession continues to evolve in response to the changing needs of the business world. The accountancy course is now subdivided into four major fields of practice. Bachelor of Science in Accountancy is the traditional accounting course designed to satisfy the requirements for taking the Philippines Certified Public Accountant licensure exam. Innovations in the Philippine Accountancy curriculum include three new courses that are intended to satisfy globally recognized licensure examination requirements offered by countries such as United States and United Kingdom. The courses include Bachelor of Science in Information System which is a specialized field of accounting and computers designed to tackle the licensure examinations for Certified Information Systems Accountant. The Bachelor of Science in Internal Audit is a specialized field crafted for improving internal business processes, and accounting fraud investigation. Graduates are prepared to tackle the licensure examination for Certified Internal Auditor and Certified Fraud Examiner. The Bachelor of Science in Management Accounting is a specialized field designed for accounting based decision making. Graduates are expected to tackle the licensure examinations for Certified



Management Accountant and Certified Global Management Accountant. The three new courses are introduced by the PRC-BOA to make Filipino accountants globally competitive.

The advent of the K to 12 required a new curriculum to take effect in SY 2018-2019. Currently, the SBAA Dean and Program Chair are formulating a new curriculum for Bachelor of Science in Accountancy. The new curriculum is designed to be completed in four years and is patterned based on the suggested curriculum of PRC-BOA. For the school to offer the other three specialized fields requires re-tooling and re-training of the faculty. Based on school records only two of the full-time faculty are Certified Management Accountants. This means that the school is not yet ready to offer the specialized fields.

To date, all CPALE passers of the school under the five-year curriculum are gainfully employed locally and abroad in reputable audit firms, private institutions, and the government. Their opinions are asked in the revision of the school's curriculum to reflect the changing needs of the local and international demands of the accounting profession. Some noted graduates of UB are Gretchen Vilog-Nabusan the Audit Manager of SGV Baguio, April Bugtay the Assistant Municipal Accountant of Itogon Benguet, Randy Ventanilla the Manager of Ernst and Young Audit firm in United Kingdom, Jing Monta as an auditor of PFK O'Connor Audit firm in New York, New York, Derick Harrold Lipura as Tax Consultant in Ernst and Young, Riyadh.



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**Accreditation and its boons to an educational institution:
A case study of the School of Liberal Arts
and Human Sciences**

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Dr. Donnavila Marie B. Panday
Dr. Virginia A. Kitan
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**History and overview of the School of
Liberal Arts and Human Sciences**

The College of Arts and Sciences (CAS) started with the Liberal Arts, which in 1950 opened a four-year degree program—Bachelor of Arts in English. Liberal Arts was one of the first four-year degree courses offered by Baguio Tech (now the University of Baguio) when new programs such as Pre-Nursing, Criminology, BS Biology, and Medical Technology were opened in 1967. The growth in freshman population of the different programs necessitated the streamlining of the CAS, such that Criminology was weaned and became the College of Criminology in 1982. Similarly, the BS Biology and BS Medical Technology programs were separated from CAS to become the College of Medical Technology in 1994. When the UB Freshman Program was organized in 1992, all General Education courses for freshman college students were placed under the management of the College of Arts and Sciences. In 1994, the College of Liberal Arts was granted Level II Accreditation. Eventually, in 1996, the Freshman Program became the University College under the headship of Dr. Rudolf Constantino WI. In 1997, the University College was placed under the College of Liberal Arts which became a separate college in 2000. The College of Liberal Arts then was offering the following programs: Bachelor of Arts-English, Bachelor of Arts-History, Bachelor of Arts-Public Administration, Bachelor of Arts-History, Bachelor of Arts-Public Administration, Bachelor of Arts-Mass Communication, Bachelor of Arts-Political Science, Master of Public



Administration, and Master of Arts in English. In 2002, the population of the mass communication students grew thereby necessitating a well-furnished laboratory with more equipment. The University of Baguio constructed a laboratory and furnished it with equipment. The increase in the number of the students and the need for a well-furnished laboratory led to the transfer of the Masscom lab from its former location at Building B to Building H-the Centennial Building, its location for seven years now.

The Liberal Arts and Human Sciences students have demonstrated their prowess in university-wide, city-wide, as well as regional and national competitions. To mention some, the College of Liberal Arts was the overall champion on the city wide Inter-college Super Quiz Bee (2000-2001). Angelica Lagasca (AB 2001) won the title of “Best Debater” in the 2001 Vergara-Domogan interschool debate competition. Liberal Arts Students were also recipients of the 1st, 2nd, 3rd places in the Tanghal Galing Literary-Musical Competition. In another instance, Joan Dimaliat, a mass communications student, won the title of Miss Baguio 2000, representing Baguio City in The Binibining Pilipinas 2000 search.

In 2007, the College of Liberal Arts was granted Level III Accreditation by PACUCOA. With its aim to expand and provide more career choices to students, the College opened the BS Psychology Course in 2010. In the same year, UB has adopted new names for its Colleges; hence, the College changed its name from College of Liberal Arts to School of Human Science and finally to School of Liberal Arts and Human Sciences in 2011. In June 2012, the School of liberal Arts and Human Sciences offered another course, the Bachelor of Arts in Music. The University of Baguio-School of Liberal Arts and Human Sciences is the only School north of the National Capital Region that offers BA music.

The School of Liberal Arts and Human Sciences was placed under the leadership of the following Deans of the College of Arts and Sciences: Atty. Wilredo Wi (1967-1978); Dr. Victoria Delos Reyes (1968-1984); Dr. Felipe de Guzman (1984-1988); Dr. Zenaida Millora, Officer-in-Charge (1988-1990); Atty. Eduard Rillorta (1990-1992); Dr. Lolito Balino (1992-1993); Dr. Perfecto Lopez (1993-1994); Dr. Placido Abuan (1994-1995); Mrs. Lolita Espenilla (1995-1996); Deans of the College of Liberal Arts: Dr. Agnes Bautista (1996-



2000); Dr. Teresita de Guzman (2000-2011); Deans of the School of Liberal Arts and Human Sciences: Dr. Ely Jose As-il (2011-2016), and Dr. Aida A. Dapiawen (2016 to present).

Key developments through accreditation

In 2013, The School of Liberal Arts and Human Sciences was one of the three schools in the University of Baguio to be granted Level IV Accreditation by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). Prior to 2013, the school though performing well needed to improve in some aspects to guarantee quality in its operation in the service especially of its faculty and students.

Philosophy and Objectives

Before accreditation, the School of Liberal Arts did not have a well-defined mission and objectives. After accreditation, the school crafted a clearer mission and objectives aligned to the new university vision, mission and objectives, and reflecting the objectives as outlined in the course PSGs.

The School of Liberal Arts and Human Sciences prepared their objectives catering to the different programs- BA English, BA Communication and Broadcasting, BA Political Science - in consultation with the students, the faculty, representative alumni, parents, and relevant industry representatives. Below are the revised objectives of the school:

Former SLAHS Mission and Objectives	Revised SLAHS Mission and objectives
<p>Mission: The College of Liberal Arts students should become professionally prepared and responsive individuals who are able to pursue career development in related professions, and be functional members of the society.</p> <p>Objectives: The College of Liberal Arts students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate God-loving, responsible and morally upright character; 2. Show a broad knowledge in the social and natural science with emphasis on social sciences in pursuit of their won and related professions; 3. Practice tolerance for the difference in beliefs, values, arts, and cultures of people; 4. Perform special skills in oral and written communication, arts, analytical thinking, and leadership; 5. Exhibits a positive and dynamic Filipinism; 6. Display a healthy personal and physical well-being; and 7. Initiate care for the environment. 	<p>Mission: The School of Liberal Arts and Human Sciences provides its students with total education apt to their chosen career.</p> <p>Objectives: The School of Liberal Arts and Human Sciences aims to produce a graduate who:</p> <ol style="list-style-type: none"> 1. demonstrates pertinent and cooperative competence befitting a wholly developed individual; 2. adheres to a higher standard of learning founded under the tenets of systematic 3. knowledge, analytical thinking, oral and written communication, arts and leadership; 4. generates an epitome of a socially and professionally accepted code of conduct; 5. conducts researches in the promotion of change and social progress; 6. nurtures an environment fit for a healthier mind and body; and 7. possesses the proper outlook and initiative to pursue related fields of learning.

The school conducts regular evaluation and updating of its curricular offerings and syllabi. The school ensures that its academic and other curricular and extra-curricular activities are aligned to the university and the school's mission and objectives, which are also outlined and presented in all course syllabi in order to continually remind and involve the students and teachers in the realization of the VMO.



To date, the Liberal Arts Program of the School enjoys Level IV Accreditation which is the highest seal of academic excellence granted by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). The school prides itself in the 100% passing rate of the first batch of the BA Music Program in the Licensure Examination for Teachers (March 2017). Recently (AY 2016-2017), the School of Liberal Arts and Human Sciences was the overall Champion in the Academic Olympics, Fusion-Music and Dance Festival, and the Over-all 1st runner up in the Yuletide Bliss, and in the Arts Festival. On July 2016, the school through its delegates was a finalist in the DTI Essay Writing Contest, and was champion in 5 events in the Pintig Pantig Literary Awards.

Faculty

Since the last accreditation, the number of faculty who have finished their doctorate degrees have increased to almost half of the professional subject teachers and more than a third of the general education teachers. The figures below show the different percentages.

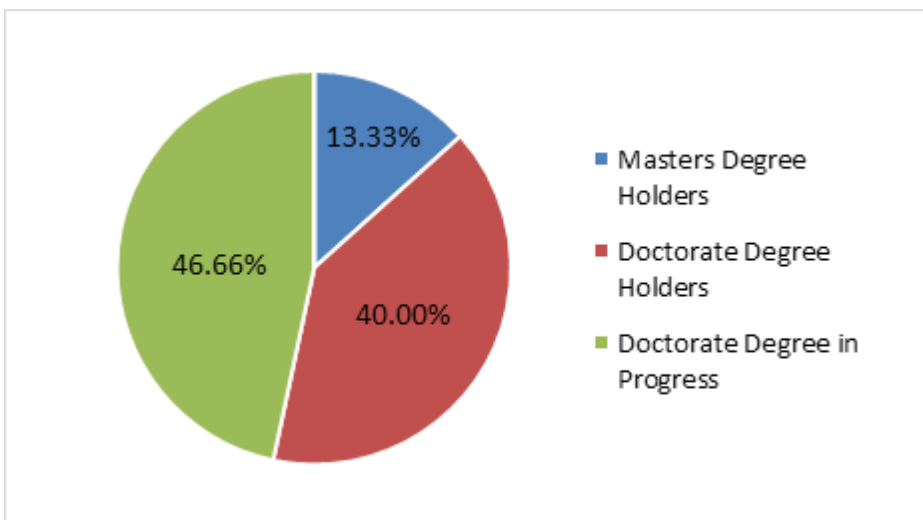


Figure 1. Highest Educational Attainment of Professional Subject Teachers before 2013



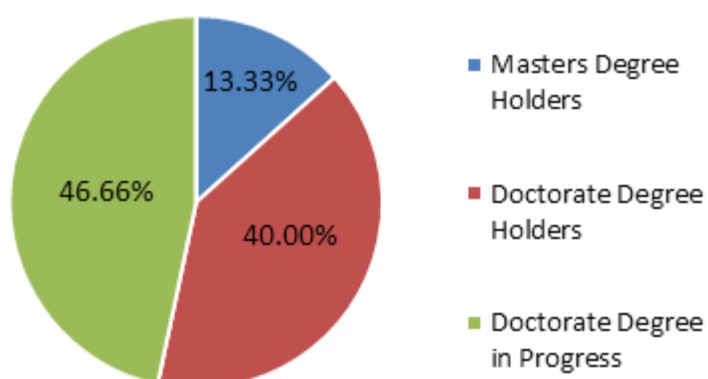


Figure 2. Highest Educational Attainment of Professional Subject Teachers after 2013

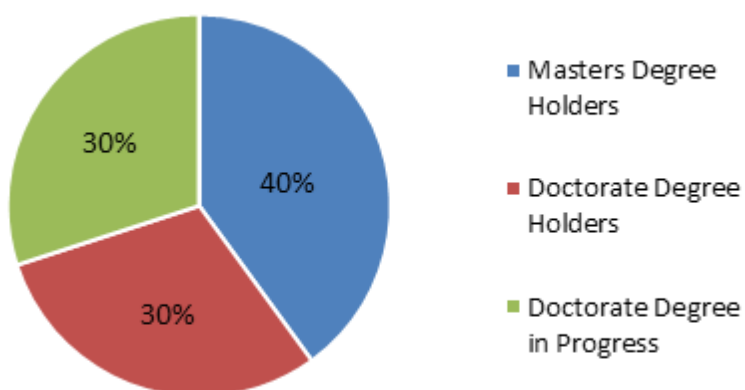


Figure 3. Highest Educational Attainment of General Education Teachers before 2013

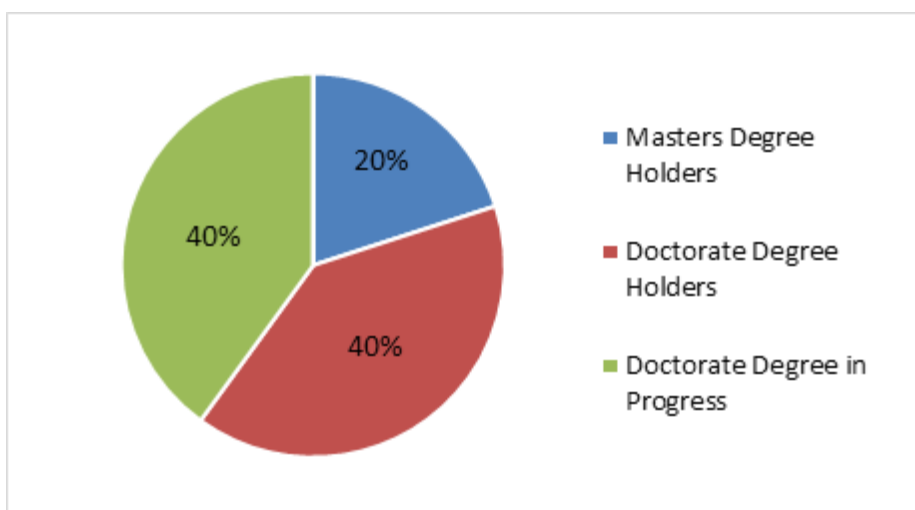


Figure 4. Highest Educational Attainment of General Education Teachers after 2013

The teachers have acquired their graduate degrees in various institutions, both public and private, allowing a wider exchange of ideas and collaboration with other professionals from different universities. Furthermore, the strategies and practices of the teachers are reinforced through in-service workshops. The School of Liberal Arts and Human Sciences conducted an in-service training on test construction. In addition, principles of test preparation are discussed in meetings. One implemented practice is the use of the table of specifications to be attached to the test questionnaire for evaluation by the program chair and the dean before the final copy is photocopied and administered to the students.

Teachers are also sent to relevant local, regional, national, and international seminars and the rest of the faculty are informed through an echo thus maximizing the new knowledge gained. From 2013 to 2017, eight teachers were sent to local, 15 to regional, 18 to national, and seven to international seminars.

The teachers have also explored publication and research as a means to connect to a wider learning arena. Two teachers have presented their papers in two different universities within Baguio, while another two presented their papers in conferences in Thailand, Indonesia, and Malaysia.



Apart from the subject manuals produced and compiled by the teachers in History, English, Literature, and Psychology, some have also joined publishing companies as book writers and editors collaborating with other experts in their fields.

Two teachers who are co-authors in Philippine Politics and Government”, and College Algebra had their book published in IPM Publishing, and BIVEN Publishing respectively. Three other teachers who participated as are writing assistants, and an editor had their works published in the following publishing companies: ANVIL Publishing Incorporated, Think Publishing House Incorporated, Vintel Logistics Incorporated, and ORYSPA SPA SOLUTIONS Incorporated.

For teachers, they are updated on current trends in teaching and learning by attending national and international seminars, trainings, summit, and conferences which are then echoed to other teachers during scheduled meetings. One of which was the just concluded Indigenous Peoples Summit. The teachers in the school are likewise invited to conduct lectures in other schools. On October 27 to 28, 2017, Mr. Brian Flores, an instructor of the Political Science program was invited to talk on Economics and History by the Cordillera Dep-Ed Regional Office. The seminar was attended by representatives from eight Local Government Units in CAR, and in attendance are 43 subject coordinators and Department Heads in Araling Panlipunan, and Economics.

The faculty of the School of Liberal Arts and Human Sciences thus exemplify the qualities of 21st century teachers who innovate, connect, and collaborate for continued growth in pursuit of perfection.

Instruction

As regards instructional process, the teachers of SLAHS use varied teaching methods and strategies. In monthly meetings, sharing of strategies is encouraged by the Dean and an interdisciplinary approach is practiced. Since the university adopted the outcome-based syllabi, the students are exposed to various classroom learning experiences necessary in the workplace. Teaching methods include literary workshops, OJT's, field



trips, problem-solving activities, simulations, panel discussions, debates, literature circles, reader's theater, literary analyses, drama presentations, film reviews, demonstrations, cooperative learning, and peer tutoring. The teaching methods of the instructors in the School of Liberal Arts and Human Sciences are directed to develop the students' analytical thinking skills and values. The methods and techniques learned by teachers in collaborating with other educators are applied in the classroom and these are supplemented by teacher-made instructional materials such as books, manuals, and text-workbooks. The text-workbooks of the GE English subjects are a collaborative effort of the English teachers. Other teachers have co-authored books with teachers in other institutions. Audio-visual materials and well-equipped laboratories (for Mascom) are utilized for more effective instruction. After the Level IV accreditation, the teachers created more instructional materials for students.

Laboratory

Before the series of accreditations that the school has gone through, there were very limited laboratory facilities to meet the needs of the students. Despite the limitations, the Mass Communication department has survived, and that is through the kind heart of a professor in the College of Liberal Arts who lent the equipment in television production and radio production. The department improved not only in its enrolment, but also in its facilities and equipment. Currently, there are six different laboratories that cater the needs of the Mass Communication and Broadcasting students as regards audio video production, film production, advertising, public relations, and the like. The laboratory consists the following: Master Control Room, Radio Booth, Recording Booth, Television Studio, Photo Studio and Electronic Media Room.

Through the use of the upgraded equipment of the mass communication laboratory, the students are able to connect with each other. The laboratories have become the avenue for them to reunite and work together as one. In times of production works, the laboratories have served as a place for them to discuss new ideas, create masterpieces, establish camaraderie among other students and bring out the creative ideas from the box. Furthermore, through these laboratories, other courses such as BA



English, BA PolSci and BS Psych students were able to utilize the equipment for their other subject requirements. The graduate school students, too, are privileged to use the laboratory as needed by the nature of their class requirement.

With the continuous upgrade of the mass communication equipment, the Department of Communication and Broadcasting collaborated with other schools with Mass Communication program in Baguio City—Saint Louis University, University of the Cordilleras, University of the Philippines-Baguio, and the Senior High Schools of Baguio City National High School, and the University of Baguio for the recently, organized a big event, the “Jiggy Manicad Stories”. This event was participated in by close to 1,500 participants. The state-of-the-art equipment of the department made possible clear and full coverage of the seminars, and of the other events in the University.

With the promise to showcase the events of the mass communication department and university activities to a bigger crowd, the department has innovated a way to broadcast to a bigger set of audiences not only to local Baguio residents but to the global community. Through live streaming, the department was able to successfully broadcast the important events happening in the university. These events include: Master Chef of the SIHTM, Mister and Miss UB 2017, Christmas Cantata, Karkarna ti Rabii 2017, and UB Graduation Rites among others. The Department of Communication and Broadcasting is the pioneer in streaming a full coverage event via internet which started in 2015.

Research

Before accreditation, research as part of the students' subject requirements were not strictly monitored relative to its alignment to the students' respective program objectives. Similarly, the objectives of conducting research were not well-defined for both students and faculty. On the whole, after accreditation, there is a mutual relationship between faculty and students in terms of research competency building and productivity. More than 50 per cent of the SLAHs faculty have attended-research related seminars, and the teachers have produced seven researches. Presently,



the School of Liberal Arts and Human Sciences are conducting three collaborative researches. The faculty members also conduct individual researches under the auspices of the R&DC's institutional research program. The R&DC has also provided guidelines for group researches which paved the way for the conduct of collaborative researches in the School. Under this arrangement, the experienced researchers initiate a study together with a group of neophyte faculty researchers. Depending on their classification, finished faculty researches are disseminated to stakeholders through poster presentations and public lectures organized by the R&DC. At times, faculty researches are also presented in national and international conferences. Two faculty members have presented their research in international conferences, while two teachers presented in local conferences. Student researches, on the other hand, are featured in specially-convened student conferences, like the SOCED Student Conference which is held annually.

The School of Liberal Arts and Human Sciences, responding to the need to produce scholarly works, engaged in departmental, institutional and community researches. Presently, five faculty members have published researches, two completed research that are ready for publication, eight teachers have on-going research, two with proposals undergoing review, and three have submitted concept papers. The data goes on to show that the school of Liberal Arts and Human Sciences is on its journey to strengthening its research culture through increased research production.

Today, the faculty members of SLAHS have incorporated in their researches important considerations for scholarly work, such as, but not limited to: strict compliance to the ethical considerations in conducting researches that involve vulnerable subjects in particular and humans in general; use of journal articles and published materials in establishing research gaps that require further investigation; and utilization of technology in ensuring the integrity of content through plagiarism check and in ensuring lexical quality through grammar check. Since the implementation of the guidelines on grammar and plagiarism check in 2015 to 2017, 47 groups of student researchers, and five faculty have submitted their research for checking.



Library

The Library was not spacious enough to accommodate the growing student population. Book shelves and magazine racks were not of standard sizes. An in-house OPAC (Online Public Access Catalog) experienced problems in maintenance and the capacity of the program was limited only to searching library collections. Furthermore, professional books and journals for the Liberal Arts programs were not adequate. There is also a limited participation of support group to outreach/extension services of the University.

On November 29, 2012, the Centennial Library was opened with new fabricated/purchased furniture such as the wooden chairs, gang chairs, sofas, round tables, carrels, circulation/baggage counters, adjustable shelves, computers, office tables, new books and subscribed periodicals to cater to the growing number of library customers and additional library services such as the internet area, faculty corner, employees lounge and discussion rooms.

In September 2013, the library purchased the Follett Destiny Library Manager software to automate the technical and circulation services of the library. It also provides links to open access scholarly information resources and subscribed research databases of the school to wit: World Book Online, Gale Powerpack databases, Philippine E-Journals and Ebsco databases in support of the academic and research works of the students and faculty members. The data from the library indicate that utilization of library resources increased as compared to SY 2013. For the students, the data shows a 198% increase within the last five years, and a 169% increase for teachers within the five school years.

Physical Plant and Facilities

The School of Liberal Arts and Human Sciences has its own facilities and equipment for use by its students, faculty and office staff; however, there still are limited facilities as noted prior to accreditation.



After the 2013 accreditation, significant improvements were noted in the School of Liberal Arts and Human Sciences. Wall-type electric fans were installed in the different classrooms and offices to allow better ventilation. Left-handed chairs for left-handed learners were also added to the standard right-handed armchairs, and white marker blackboards are also installed, in addition to the regular green board, in 6 of the 8 room utilized for classes. The Dean's office was renovated to allow more cubicles to provide spaces for the secretary, program chairs, meeting or discussion area and a room for office stocks and supplies. Important records are kept in cabinets inside the dean's office. Additionally, a room for student-teacher consultation is provided.

Organizational bulletin boards and a general bulletin board were also put up for wider information dissemination. Organizational charts and the vision, mission, and objectives of the institution and of the school were also displayed in strategic locations for better information. Additional LCDs were also provided for use by the faculty and the students. The old model LCD was replaced so currently, the school has nine lcd's.

The standard emergency exit and other signs are replaced with a lighted signage for better visuals. Emergency lights are also replaced with brand new led lights for brighter illumination. Close Circuit TV cameras are also installed for added security features in the premises. The 24/7 CCTV provides clear monitoring and recordings of the happenings within the vicinity of the school.

The Mass Communication laboratories are newly painted and installed with new equipment such as led lightings, diva lights, dmx controllers, full hd professional cameras and digital video mixer. The electronic media laboratory is equipped with I7 processor computers to meet the high demands of audio and video editing. Latest multimedia software are also provided to cope with the fast changes in the use of technology in the media field.

The Student Body Organization has come up with the "Aqua Green Project" whose objective is to provide the students with drinking water, but that the students are to bring their own water canisters for refilling. Such



project will eventually lead to the reduction or avoidance of the piling of plastic bottles in the garbage bins.

Social Orientation and Community Involvement

The School of Liberal Arts and Human Sciences has been striving for the betterment of its Social Orientation and Community Involvement. This is evident by the activities organized and implemented by the School in the University's adopted Barangay, San Luis (Purok 7 and 8).

Under the Level III Accreditation, the school exerted effort on the following: knowledge of Community through the assessment survey conducted by the Office of the Community Outreach Director; community relations as reflected in the Memorandum of Agreement entered into by the University of Baguio and the adopted Barangay; social awareness and concern by providing an avenue for exposure to the faculty and the students. However, programs and activities were still non-sustainable, sporadic and at times, overlapping with other school's outreach activities and programs. There are even instances when the program of the school is merely a dole-out activity by giving gifts to the community in the form of school supplies and snacks.

The School of Liberal Arts and Human Sciences shows improvement in its Social Orientation and Community involvement after its Level IV accreditation. The school coordinators through the leadership of Ms. Jocelyn Apalla decided to cluster the different schools and departments according to their field of expertise in order to avoid overlapping of programs and activities. Literacy and Good Governance are assigned to SLAHS because of the programs offered by the school. The team also conducted a Needs Assessment Analysis in 2015 which was used as a basis of the outreach and extension plan of each school. It is evident that programs and activities organized by SLAHS are now more focused on the needs of the people in the community specifically in the area of literacy and good governance. Another advancement of the School's community extension is its partnership with other schools or departments. The following are some of the offices: Campus Planning and Development Office (CPDO) for the literacy on safety management; Graduate School for Barangay legislation and good



governance endeavors; and PDEA for the anti-drug campaign. To make a stronger impact to the community, the school coordinator also assists the accredited student organizations under the school in their outreach programs and activities. The School of Liberal Arts and Human Sciences still strives to become a better partner of its adopted barangay and schools in promoting good governance and quality education.

Student Personnel Services

Before accreditation, the services of the different student personnel offices were not fully and widely communicated to the students. There was also minimal communication of updates and concerns about students.

After accreditation, clearer guidelines were set for purposes of ensuring optimum dissemination of information and services to the students. During the general orientation for students and faculty in the School of Liberal Arts and Human Sciences, the different offices are invited to talk about the services that they offer. The School of Liberal Arts has also obtained a copy of the manuals of the different offices to guide the students and guests better should queries be raised. When co-curricular activities are conducted by the different organizations of the School of Liberal Arts and Human Sciences, such activities are monitored by the Office of Student Affairs (OSA) since the school also submits its organization for accreditation by the OSA.

For purposes of enhancing the services rendered to the students in their curricular and co-curricular activities, the School of Liberal Arts has collaborated with the Linkages Center to invite famous media men as speakers, and recently Jiggy Manicad was invited. Moreover, the Masscom students attend drama and writing workshops and performances in other universities such as the University of the Philippines. Additionally, an annual collaborative SLAHS outreach activity on arts and reading is conducted by the SLAHS organizations in collaboration with the ECOS at the barangay adopted by the university. Similarly, the BA Political Science also collaborated with the PDEA-Cordillera in its symposium and seminar on Drug Abuse Prevention. The foregoing co-curricular activities enrich the experiences of the students in their field of specialization and provide



them opportunities for personal, social, and political growth as they study in a fun-learning environment.

In its objective to serve the students better, the School of Liberal Arts and Human Sciences has provided a space for their organization's bulletin of information, in addition the school's general bulletin and information boards. The School has also designed a conference/discussion room for the faculty, and a room for teacher-student consultation purposes.

Organization and Administration

Before accreditation, not all the different offices in the University of Baguio had their manual. The manual that existed was the Students Handbook.

With the benefits an institution gains from submitting itself to accreditation processes, the University has improved tremendously in its operations. Each of the different offices already had crafted its own policies and operations manual, and the processes governing the university's events and activities also got improved. Particularly, the School of Liberal Arts and Human Sciences crafted its student handbook which serves to guide and inform the students while they are at school. To realize this objective of coming up with the handbook, the school issued to the students their copy of the handbook. The handbook includes the history of the school, the mission and objectives, the program prospectus, career trajectories for graduates, student discipline, student organizations, sports development, Outreach program, linkages, and enrolment procedures. It also has started crafting its standard operating procedures for daily transactions.

To ensure that the faculty are updated on matters, guidelines and processes related to the university and its stakeholders, the dean delivers the updates to the teachers and to the programs chairs during regular faculty meetings. For urgent reminders, the dean and the program chairs communicate to the teachers in writing. Furthermore, the school also invites during faculty meetings other offices to give updates.



The school has started with the practice of the teachers' sharing to the other faculty members their teaching activities and strategies in their classes. Such practice will allow the other teachers to get an insight into how they can adopt the shared concept in designing a task suited to the subjects they teach. This sharing of activities has become a permanent part of the business during faculty meetings.

On the part of student training and development, the School of Liberal Arts and Human Sciences has widened its linkages with industry partners for the on-the-job training of the students. For the BA English, the linkages include Mountain Province Broadcasting Corporation (99.9 Country), Pines Montessori, Small World Christian School Foundation, Pines International Academy, San Jose High School, CNS International Academy, and Branch I, Justice Hall, Baguio City. The BA Political Science partnered with the Civil Service Commission-CAR, Benguet Provincial Environment and Natural Resources Office, Council for the Restoration of Filipino Values, Inc. (CRFV), National Youth Commission-Northern Luzon Office, The Office of the City Prosecutor-Baguio City, Social Security System-North Luzon 1 Division, Department of Agrarian Reform-CAR, and Baguio City Legal Office. Meanwhile, the BA Communication linked with Sunstar Baguio (Magsaysay Ave., Baguio City), Baguio Midland Courier (Kisad Road, Baguio City), Amianan Balita (Otek Street, Baguio City, Northern Philippine Times (La Trinidad, Benguet), ABS-CBN Manila (Quezon City, Manila), ABS-CBN Baguio (Quezon Hill, Baguio City), Sky Cable (Mines View, Baguio City), DZWT (FR. Carlu Street, Baguio City), DZEQ (Pacdal, Baguio City), Bombo Radyo (Lourdes, Baguio City), K Lite (Camp Allen, Baguio City), Z Radio (UB, Baguio City), I FM (Session Road, Baguio City), Love Radio (Lourdes Grotto, Baguio City), Star FM (Lourdes Ext, Baguio City), MOR (Upper Session Road, Baguio City), and Star FM (Baguio City).

Overall, the School of Liberal Arts and Human Sciences gained much from accreditation in identifying the areas to be upgraded, and the operations and processes to be improved for the benefit of its stakeholders.



Acknowledgement

We would like to acknowledge the assistance of the following in gathering the needed information for this case study: the program chair of the Bachelor of Science in Communications, the former program chair of the Bachelor of Arts in Political Science, the program chair of the Bachelor of Arts in Psychology and the program chair of the Bachelor of Arts in Political Science.



The School of Teacher Education: A case study of improvements through program accreditation

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Brief history of the School of Teacher Education

The College of Education of the University of Baguio was formally organized and founded in June 1950 owing to the clamor and demand for more trained elementary teachers during that time. Dr. Fernando G. Bautista was the first Director. In August 2008, the College of Education was changed to College of Teacher Education, then in 2010, it became the School of Teacher Education.

Looking back, the School of Teacher Education has metamorphosed from that of a Junior Normal College that offered a Two-Year Elementary Teacher's Certificate (ETC) for those who would like to teach in the grade school, and the Normal Training Department in 1950. In 1951, the Department of Education, Culture, and Sports (DECS) granted government recognition for the Junior Normal College (ETC).

The secondary teacher education course or Bachelor of Science in Education (BSE) was opened in 1953 for students desiring to teach in secondary schools. The BSE program got recognized by the government in 1958. The major fields offered in the BSE curriculum were English, Filipino, History, Mathematics, Biology, and Home Economics. Subsequently, the four-year Bachelor of Science in Elementary Education (BSEED) was offered in 1956.

The College also offered the BSE – Inverted course and the Bachelor of Science in Industrial Education (BSIE) course in 1954, which got government



recognition in 1960. Later, however, these programs were phased out.

The College of Education offered the combined Junior – Normal – Home Economics (ETC-HE) course in 1958 and got government recognition in 1961. The BSEED-HE replaced the ETC-HE in 1964. The Home Economics course got government recognition in 1966. The BS Home Economics got recognition in 1968.

In 1976, the College of Education opened the Bachelor of Science in Foods and Nutrition (BSFN) course which was recognized in 1978. The BSFN degree program initially attracted a group of 41 pioneering students in June 1976 and this group composed the first candidate for graduation in BSN (now BSND) in March 1980.

In 1981, the College opened the Bachelor of Science in Hotel and Restaurant Management (BSHRM) which was under the management of the College of Education until 1992 when it was placed under the College of Commerce.

During the school year, 1983 – 1984, the New Bachelor of Elementary Education (BEED) curriculum and the Bachelor of Secondary Education (BSED) curriculum were implemented.

In 2005, the College of Education implemented the New BEED and BSED Curriculum (CMO#30). The college opened three (3) specializations for Elementary Education namely: Pre-Elementary, Special Education (SPED) and General Education Curriculum. While for the Secondary Education, the specializations are English, Filipino, Mathematics, Physical Sciences, Biological Sciences, Music, Arts and Physical Education (MAPE) and Social Studies. The new curriculum poses as a challenge to the teachers, the administration and the students since it requires more units particularly on the major subjects over and above the required subjects together with the institutional subjects.

In June 2006, the Diploma in Special Education was opened to professional teachers in the public or private institutions but was frozen in 2013.



The College of Education occupied a premier position in the mid-sixties as far as student population was concerned. It has its enrolment peak in 1966 to 1997. As the teaching field became saturated with teacher-graduates, the demand for new teachers became less. Due to the lack of employment opportunities for teachers, the enrolment continuously plunged down, the lowest of which was in A.Y. 1975-1976.

Based on the enrolment figure of the later part of the seventies – i.e., A.Y. 1978-1979 and 1979-1980, the College of Education enrolment has started to rise. Considering the demand for qualified teachers, the enrolment in the College may continue to rise.

From its birth as a college, the UB College of Education has always committed itself to the education of young people who can contribute to the achievement of national development goals. As of March 1994, the College has graduated a total of 1,537 teachers.

The College of Education started working for accreditation status in 1974, under the leadership of Dr. Pio Tadaoan and Dr. Iluminada Boado. The college earned Level I accreditation status in the school year 1976-1977. The College of Education holds the distinction of being the only accredited college in the University of Baguio at that time; the only accredited Teacher College in Region I and the First Teacher College to be accredited by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). The certificate of accreditation was received in January 6, 1977.

During AY 1992-1993, the University of Baguio applied for accreditation of five programs, including the College of Education. The PACUCOA and Federation of Accrediting Agencies in the Philippines (FAAP) granted Level I Accreditation status to the College of Education, along with Liberal Arts, Dentistry, Engineering and Commerce on February 8, 1993. Eventually, they were granted Level II status up to the year 2002. PACUCOA granted Level II – Second Reaccredited status on 2002 until 2007. PACUCOA granted the college Level III Reaccredited status in 2007 and Level II in 2012 for two programs, namely Bachelor of Secondary Education and Bachelor of Elementary Education.



Significant achievements/impacts and outcomes of accreditation

Philosophy and objectives

Before accreditation

The school anchors its objectives on the philosophy of the institution. The program objectives were reflected in the syllabi, and supported by the course objectives, which in turn, form the basis of the course content and activities. The syllabi were distributed to students during the first day of classes. In introducing the syllabi, teachers discussed the course objectives of specific topics and the planned activities. The dean and the program chairs ensured that target learning outcomes were achieved.

After accreditation

The teachers incorporated the specific course objectives in their course syllabi which they discuss to their students during the first day of classes. The program objectives and the intended learning outcomes are also presented and discussed during the first week of classes. The teachers use the Outcomes-Based Assessment (OBA) in their classes.

Faculty

Before accreditation

Faculty members found the linkages and consortia as good opportunity to upgrade their competence, to be at par with global standards and to be recognized in their fields of expertise, even as they were invited to be lecturers and research partners.

After accreditation

Each of the faculty is encouraged to attend seminars and trainings for them to be abreast with trends and updates in the education arena. From 2013 to present there were ninety-three (93) in-house seminars attended by the faculty members, twenty-seven (27) local/regional, fifty-five (55) national, and six (6) international. The convention and seminars attended by them greatly helped them to upgrade their competence. They are also informed of the best practices of institutions that are Center of Excellence (COE).



In November 18 to 20, 2016, the two (2) program chairs were invited as evaluators for the demonstration teaching category as well as facilitators for the research presentation category during the 2016 International Seminar-Workshop for Pre-service and In-service Teachers with the theme “Teaching and Learning in the 21st Century Curriculum” sponsored by PAFTE held at Crown Legacy Hotel, Kisad Road, Baguio City.

Instruction/Program

Before accreditation

A very visible and excellent outcome in teaching and learning was the performance of graduates in the licensure examination for teachers (LET).

Certain measures and innovations were introduced to contribute to the excellent LET performance of graduates. Among these were the consultation service program, the administration and processing of results of tests, the mock board examinations, the tutorials and remedial classes, and a reward system for outstanding performers.

Results of the evaluation showed improvement in the students’ internship activities as evidenced by the increased number of hours and days of exposure during their pre-service training.

After accreditation

All teachers are members of professional organizations related to their field of specializations. All the teachers are regulars members of the Philippine Association for Teacher Education (PAFTE). The others are members of organizations in their disciplines such as Biology Teachers’ Association (BIOTA), the Sanggunian ng mga Guro sa Filipino, the Baguio-Benguet Autism Society, the British Council, TESOL Philippines, ATCETI, and LSPHIL. Two are PACUCOA accreditors.

From 2013 to 2017, the average passing of graduates of the BEEd program in the LET is 224.45% above the 27.27% national passing rate, while for the BSEd program, 181.68% above the 35.66% national passing rate. The UB STE has produced a top ten (with an average of 91.00) in the September 2017 LET.



Student teachers were sent to attend various seminars sponsored by PAFTE and PAPSET. Eleven (11) student teachers were guided to present their research output during the seminar sponsored by PAPSET on November 18 to 20, 2016 at Crown Legacy Hotel, Kisd Road, Baguio City.

Research

Before accreditation

General education subjects addressed the need for students to acquire the basic concepts, knowledge, and skills in the conduct of research. This was concretized by the offering of courses on Writing in the Discipline, and Pagbasa at Pagsulat Tungo sa Pananaliksik. Furthermore, skills development in research was fostered through Language Research (for English majors); Research in MAPEH (for MAPEH majors; Introduksyon sa Pananaliksik (for Filipino majors); and Socio-Cultural Anthropology (for Social Science majors).

In all subjects required research outputs, the research teachers integrated into their discussions and requirements approaches to align their topics with the mission of the Research and Development center and the objectives of the School of Teacher Education.

An opportunity for improvement is the integration of technology in the research process. Thus, students should be provided facilities and taught skills for online research data gathering, analyzing and writing. Research journals for the university and the school should be developed to publish researches and other education-related papers. Furthermore, research studies may be posted in the internet.

After accreditation

On January 26, 2013, a faculty member was invited as panelist in the International Convention on Behavior and Knowledge Management sponsored by The Edukcircle International Center for Communication Studies, University of the Philippines, Diliman.

On October 6, 2016, a faculty member attended a National Colloquium for Teacher Education Administrators sponsored by Carl E. Balita Review Center at the University of the Philippines, Diliman.



On March 4, 2017, a faculty member served as a reactor in the Faculty Research Colloquium 2017 sponsored by the University of Baguio Research and Development Center held at Centennial Hall, University of Baguio, Baguio City.

Student Personnel Services

Before accreditation

The Student Affairs Office enjoined students to be members of organizations related to their major fields while allowing freedom to select other organizations of their choice. The consultation program featured a strong faculty involvement, particularly in providing consultation sessions.

After accreditation

The Career Development Program for STE students was an opportunity for further improvement. There is a direct connection between STE and the Center for Counseling and Student Development. The CCSD personnel conduct series of seminars among the students to further develop the needed skills and values in the teaching career. Among the seminars given to the students were Sustaining Academic Excellence, Employment Process, Glimpse of My Future: Creating My Path to Career Success, Beating the Juan Tamad Habit, 7 Habits: Freshmen's Guide to Surviving' College Life, Goal Setting and Stress Management, Personality Development, Managing My Setbacks: Directing My Academic Success, Test Taking Strategies, Winning Relationships and Embracing My Sexuality.

In the planning of activities, students' involvement was achieved through the participation of Student Body (SB) officers and SB adviser in collaboration with the different student organization of STE. The organizations include Acropolis and Debate Society (Social Science majors), Advocates for Exceptionalities or ADEX (Special Education majors), General Education Organization or GEO (General Education majors), Kapisanang Pilipino (Filipino majors), Math Society (Math majors), Physical Fitness Society (MAPEH majors), Renaissance Society (English majors), Science Organization (Science majors), and Fountain Head Society.



Social Orientation and Community Involvement

Before accreditation

The College of Education through its Extension and Outreach Community Services conducted surveys in barangays, which were in need of services and identified by the Department of Social Welfare and Development to confirm that the community was a depressed area. Needs-assessments were conducted in the partner barangay such as San Luis, Sto. Tomas and Loakan. The Extension and Outreach Community Services (EOCS) conducted a planning session with the different coordinators to prepare the work plan as well as activities and services to be implemented in the partner communities.

The college supported the recipients based on the recommendation of the Extension and Outreach Community Services. The literacy program needed by the community was identified through the results of the needs assessment. The school implemented remediation to children for further improvement in Mathematics, Reading, and Science and series of lectures handled by the students' organization.

Faculty members, students, and staff took turns in visiting the recipients and conducting literacy programs designed to address the needs of the children. Student teachers discussed the care and conservation of the environment with the children.

After accreditation

The School of Teacher Education makes sure that the literacy area is taken care of through the various literacy activities particularly in Math, Science, and Reading. Each student organization is expected to include an outreach activity in its work plan. An illustration of this collaborative effort by the School and the organizations to reach out is the recent literacy program that was held at Loakan Elementary School and Mil-an High School both located in Barangay Loakan Proper. The recipient schools requested for remediation on Reading, Math, and Science. Loakan Elementary School requested for review in Reading, Math, and Science in preparation for the National Achievement Test. Mil-an High School, likewise, requested for remediation in Math, specifically in Cartesian Lines in Geometry, and



further activities in Reading. All these were requested by the recipient schools to the School of Teacher Education ECOS coordinator. UB-STE, in response, directed all the different students' organization to prepare lessons in Reading, Math, and Science with the emphasis on the request for remediation in the particular topics mentioned by the recipients.

The faculty members, students and the staff of the school take turns in visiting the recipients. They conducted the literacy outreach program that were designed to address the needs of the pupils in the field of Math, Science, and Reading. However, the students also incorporated activities such as proper waste management, ball games, arnis, and music coaching which are equally important for the pupils to learn. These activities were processed with the children-recipients through discussion-session during their break times.

The faculty members, usually organization advisers, on their part will observe the entire conduct of literacy activity. All the feedback in the observations will be discussed by the faculty-adviser during their meeting with the students to evaluate the entirety of the activity. The student-teachers, apart from sharing their knowledge and experience with the pupils, also shared their warmth as evidenced by the familiarity that bridged the initial shyness of the pupils at the start of the activities.

Organization and Administration

Before accreditation

The College of Education maintained functional linkages with the Department of Education, Baguio City Division EUTEC SPED, Center of VETEC Foundation, Inc. – an NGO, Mabini Elementary School, Lucban Elementary School, Aguinaldo Elementary School, and SPED Center.

Practicum and externship program were conducted in partnership with industry, private and public as well as local and international organizations. The linkage program equipped the graduates with practical and varied experiences on the different components of the teaching-learning process.



Pre-service teachers have the opportunity to complete their practice teaching abroad through a memorandum of agreement with RajabhatMahaSarakham University and College of Asian Scholar, both in Thailand. There is also an existing memorandum of agreement with Nagasaki Wesleyan University in Japan, and Sohae University, Chosun University, and Jenju University, all in South Korea.

Qualified practice teachers sent abroad underwent apprenticeship, cultural immersion, exchange of instructional and research materials and academic programs such as the study of English and Nihongo (Japanese) as foreign languages. They are entitled to free meals and accommodation and additional honoraria if they handle tutorial classes.

Documentation of the linkages of the college did not include procedures, guidelines and or policies that would guide the people concerned in their proper maintenance. A policy manual should be developed to guide and coordinate the activities of the linkages properly.

Linkages that were completed should be regularly evaluated for continuous improvement. The evaluation should be formalized and properly documented. Evidences of the evaluation process should include minutes of the meeting with the collaborating agencies and organizations. Evidences should show that the experiences of faculty and students enhanced their respective competencies.

Documentary evidences on the impact of the agreements and consortia of the program were insufficient. Efforts should be exerted to gather more evidences in the form of letters, memos, and researches that would substantiate the linkages and consortia for their continuous improvement.

Outcomes of the linkages and consortia were evident in the enriched curricula; quality assurance of the program; increase enrollment, and excellent performance of graduates in the teacher's board examination.



After accreditation

The School of Teacher Education particularly Bachelor of Elementary Education maintained functional linkages with the Department of Education, Baguio City Division Mabini Elementary School, Rizal Elementary School, Josefa Carino Elementary School, Loakan Elementary School, Baguio Central School, Lucban Elementary School, Aguinardo Elementary School, and SPED Center.

The dean of the School of Teacher Education went to the College of Asian Scholars in Thailand to visit, observe and evaluate the performance of the student teachers and to meet the school officials to strengthen the linkage.

Procedures, guidelines, and policies are stated in the memorandum of agreement (MOA) signed by the university president and the division superintendent of city schools that would guide the people concerned.

An evaluation tool was designed to evaluate the performance of pre-service teachers. Post conferences were also conducted.





**An employment status report on the School of
Information Technology graduates
from 2014 to 2016**

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School of Information Technology

The School of Information Technology of the University of Baguio offers three Degree programs namely: Bachelor of Science in Information Technology (BSIT), Bachelor of Science in Computer Science (BSCS) and Bachelor of Science in Computer Engineering (BSCpE). From the records of the Admission and Records Center of the university, the school graduated a total of two hundred seventeen (217) students for the three programs from March 2014 to December 2016. Out of the total graduates, sixty three (63) or 29.03 percent responded to this study.

Table 1 summarizes the employment status of the said graduates. The data shows that 95.24 percent of the alumni are currently employed. Out those who are employed, 84.13 percent are working in related fields such as junior programmers, software engineers, network engineers, web developers and designers, IT support personnel, cloud security engineers, threat response engineers, graphic artists and systems analysts. These alumni are employed in IT companies in the National Capital Region, Clark Pampanga and Baguio City.

The alumni who are working in unrelated fields are employed as customer service representative (CSR), account executive, product management assistant and marketing officer. Those working as CSR's are employed in the local call centers here in Baguio.

The graduates who are unemployed are those who were graduates of 2016.

Table 1. Employment status of the SIT graduates

Employment status	Frequency	Percentage
Employed		
In related fields	53	84.13
In unrelated fields	7	11.11
Unemployed	3	4.76
TOTAL	63	100

The actual number of graduates for the school can be broken down as follows: one hundred fifty three (153) BSIT; thirty seven (37) BSCS and twenty seven (27) BSCpE. Out of these graduates, fifty four (54) or 85.71 percent BSIT, seven (7) or 11.11 percent BSCS and three (3) or 4.76 percent BSCpE responded to the survey. From this data, the employment status is further subdivided into three categories as shown in Figure 1, and these are Employed with Related Field, Employed with Unrelated Field and Unemployed.

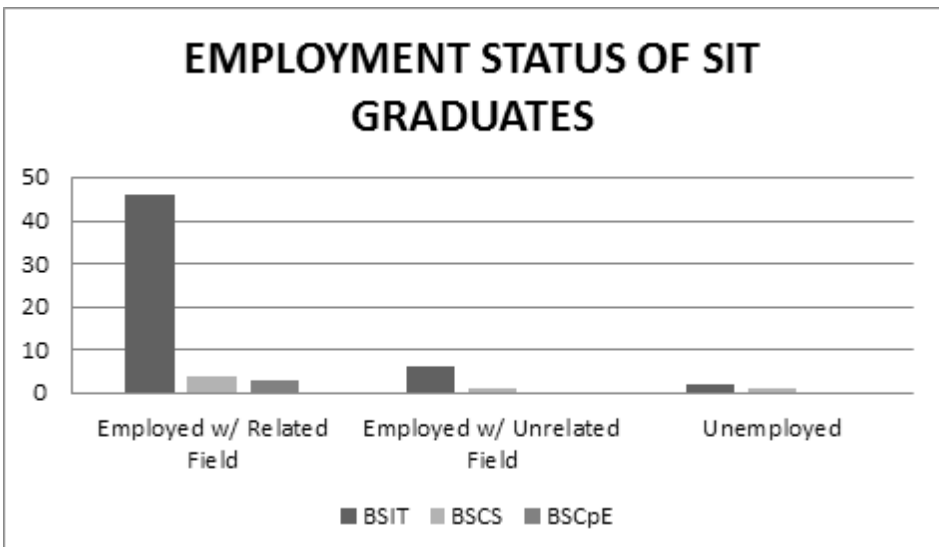


Figure 1: Employment Status of SIT Graduates per Degree

Figure 2 shows the distribution of employment status in reference to the BSIT program. Most of the unemployed alumni were graduates of 2016 and are still looking for jobs. The 85 percent that comprises the employed with



related fields landed jobs such as junior programmers, software engineers, network engineers, web developers and designers, IT support personnel, graphic artists and systems analysts. They are employed in companies here in Baguio City, National Capital Region and Clark, Pampanga. The 11 percent employed but not related to the IT field comprises mainly of customer service representatives from Call Centers situated here in the City.

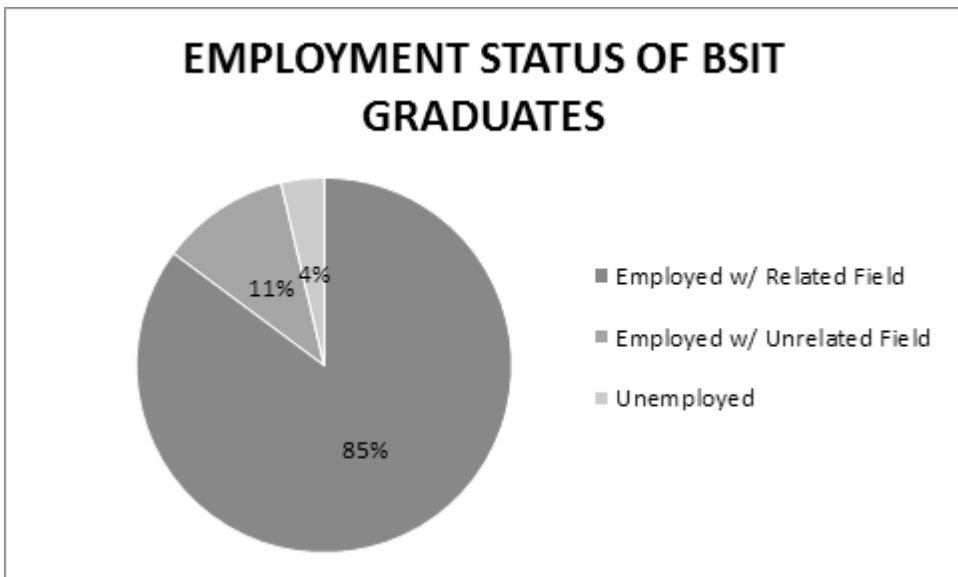


Figure 2: Employment Status of BSIT graduates.

The BSCS program respondents shows that 67 percent are employed with related field. The jobs that these respondents hold are software developers, quality analysts and network administrators. These graduates are all employed here in Baguio City. Those employed in unrelated fields comprise of 16 percent and are in the call centers here in the City. (See Figure 3)



EMPLOYMENT STATUS OF BSCS GRADUATES

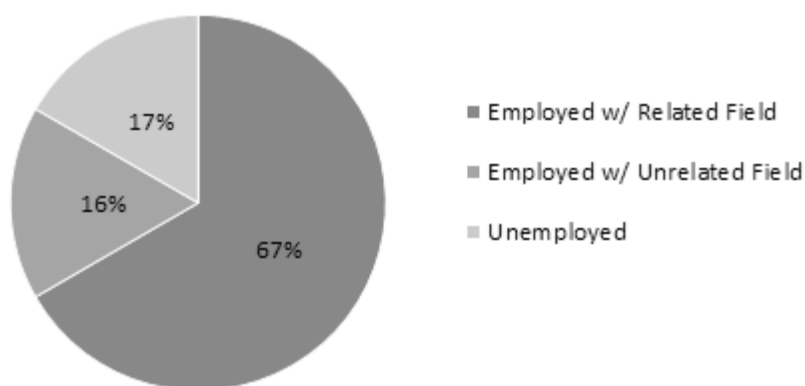


Figure 3: Employment Status of BSCS graduates.

Although the respondents from the BSCpE program only comprises of 4.76 percent of the total, Figure 4 shows that the graduates have been employed in fields which are so much related to their chosen course such as cloud security engineers and threat response engineers. All of them are employed in the National Capital Region.

EMPLOYMENT STATUS OF BSCpE GRADUATES

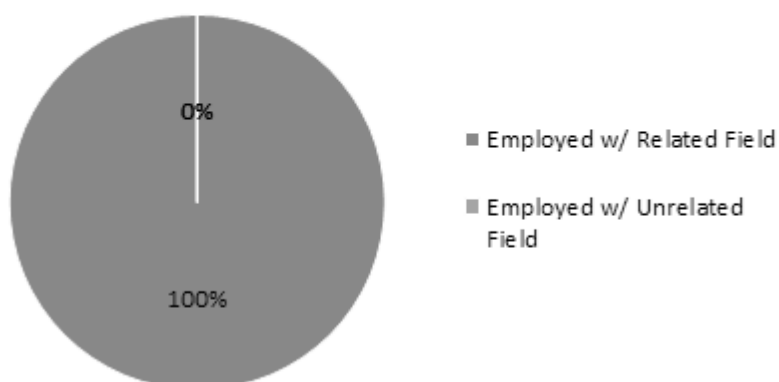


Figure 4: Employment Status of BSCpE graduates

