

**PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES
COMMISSION ON ACCREDITATION, INC.
(PACUCOA, INC.)**



COMPLIANCE REPORT



INSTITUTION NAME: University of Batangas Lipa City

COLLEGE NAME: College of Management and Tourism

PROGRAM: Bachelor of Science in Business Administration

TYPE OF VISIT: Level II Accreditation

Area I. Philosophy and Objectives

OPPORTUNITIES FOR IMPROVEMENT	RECOMMENDATIONS	ACTIONS TAKEN	TEAM VERIFICATION
1. Not all students and faculty members were knowledgeable of the program educational objectives.	1. A regular orientation on the program educational objectives for students and faculty members should be conducted, to make them aware of the career and professional accomplishments the program is preparing its graduates to achieve several years after graduation.	<p>The College of Management and Tourism conducted a general assembly of all the students, program heads and faculty members.</p> <p>The Institutional and College's PVMGO, PEO, PO, and other college updates were discussed at the general assembly and orientation held each semester.</p> <p>The office representatives discussed the services their departments provide.</p> <p>Regular Orientation</p>	



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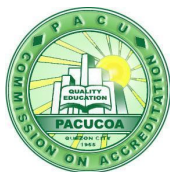


COMPLIANCE REPORT



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2. There was limited evidence of the participation of various stakeholders in the crafting/development of the program educational objectives.	2. Students, faculty members, industry partners, and other stakeholders should actively participate in the crafting/development of the program educational objectives and in the succeeding review and revision thereof. This process would ensure the attainment of program educational objectives since these were the program constituents' needs.	A collaborative consultation meeting was held among the student representatives, faculty, program heads, Dean, alumni, parents, and key players from the business, accounting industries and entrepreneurs. Industry-Academe Consultation Meeting	
3. Evidence of the evaluation of the vision of the university, i.e., how far the vision has been realized, was limited.	3. Administration should document the evaluation conducted covering the attainment of the university vision. If possible, performance metrics for the vision could be identified to facilitate its evaluation.	To monitor the progress and achievements of the university vision, regular academic council meetings, senior staff meetings, ISO internal and external audits, and evaluation of quality objectives were conducted. Evaluation of University Vision	



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Area II. Faculty

OPPORTUNITIES FOR IMPROVEMENT	RECOMMENDATIONS	ACTIONS TAKEN	TEAM VERIFICATION
1. Research output of faculty members was very minimal and not aligned with the institutional research agenda. The implications of the study were not extensively discussed and disseminated to all, for application in the school.	1. Administration should encourage faculty members to conduct research. Research studies of faculty members must be aligned with the institutional agenda and the agenda must be aligned with the national agenda of the government. Presentations in the national and international research forum of faculty research outputs must be encouraged. Publications of faculty research outputs in respected national and international refereed journals should be encouraged.	<p>We encouraged faculty members, both part-time and full-time, to conduct research.</p> <p>In the past three academic years, the faculty members of the BSBA program were urged to participate in the University research for faculty. During academic year 2021-2022, the faculty researches were aligned with the institutional agenda of sustainability, while in 2022-2023, the finished and presented research outputs were aligned with the research institutional agenda on cultural preservation. The latest institutional research agenda on disaster preparedness and business continuity have been adopted by the ongoing research of the participating faculty members.</p> <p>Aside from institutional faculty</p>	




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		<p>researches which were authored and presented by full time faculty members, the part-time faculty members also had their researches presented in either national or international research colloquium and published in international journals.</p> <p>Evidences of the aforementioned research outputs were compiled and can be accessed through the link below.</p> <p> 2.1 Research Output of facu...</p>	
<p>2. The faculty development program of the college did not give provisions for attendance to trainings, seminars, conferences, and workshops that are related to their fields of specialization.</p>	<p>2. Provisions for the attendance to training, seminars, conference, and workshops that are related to their field of specialization must be included in the faculty development program.</p>	<p>The college designed a faculty development program that is more responsive and comprehensive based on the result of the TNA.</p> <p>The BSBA program and the College department provided its faculty members with not only internal but also externally organized seminars, workshops, and trainings, which are relevant to the business program.</p>	



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		<p>These enhanced faculty expertise, improved teaching practices, and ultimately led to a more enriching learning experience for students.</p> <p>2.2 Attendance to training, ...</p>	
<p>3. Membership of faculty members in recognized educational organizations and professional associations was minimal.</p>	<p>3. Membership of all faculty members in different recognized educational organizations and professional associations (PICPA, PCDEB, AME, COMEPP, PCCI and the like) is encouraged so that they will be updated on the current and global issues and relate it to the subject matter that they teach. Institutional membership is also encouraged.</p>	<p>The involvement of faculty members in professional organizations has increased. They joined PACSB, CODEB, and BCREBA, among other professional organizations, and eventually became officers.</p> <p>This enhanced faculty members' professional development and contributed to a more vibrant academic environment within the college.</p> <p>2.3 Membership to Prof Org...</p>	



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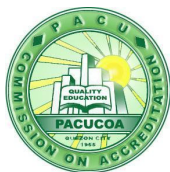
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4. Collaborative faculty/student exchange programs were not evident.	4. Collaborations and linkages with the industry and other academic institutions are encouraged.	UB and CMT established a network of strong industry partnerships that improved faculty research possibilities, facilitated innovation and knowledge transfer between academics and industry, and improved the educational experience for students.  2.4 Collaborations and linka...	
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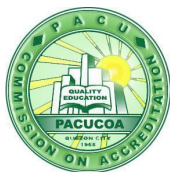
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Area III. Instruction

OPPORTUNITIES FOR IMPROVEMENT	RECOMMENDATIONS	ACTIONS TAKEN	TEAM VERIFICATION
1. Major course outcomes were not articulated in the course plans. The use of innovative teaching methodologies that would enhance the teaching-learning process utilized by faculty members was not articulated in the course plans.	1. Innovative teaching methodologies using available resources, such as the use of internet, online stock trading, technical analysis, comparative financial performance analysis, and the like, must be reflected in the course plans, to enhance student learning.	We incorporated innovative teaching methods into the syllabi to create a more engaging and enriching learning experience for BSBA students, enabling them to develop the critical skills and knowledge needed to succeed in their future careers. Interactive activities like case studies, vlogs, simulations, group discussions, and problem-solving exercises took place during class time. 3.1 Innovative teaching met...	
2. The course plans/syllabi did not show evidence of the use of rubrics for assessment of course learning outcomes.	2. Inclusion in the course plans or syllabi of the rubrics for the assessment of the course learning outcomes is recommended.	In the latest revisions and versions of the syllabi of BSBA courses, a standardized rubric was used for assessments especially performance tasks. Criteria and percentage allocations or pointing system were carefully deliberated	



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		<p>in order to streamline the conduct of assessments with the aid of rubrics.</p> <p>The compilation of course syllabi with rubrics for performance tasks can be accessed in this link:</p> <p>3.1 Innovative teaching met...</p>	
<p>3. Co-curricular activities of students that provide enrichment in their major fields of specialization were limited.</p>	<p>3. Encourage students to organize more activities that are relevant and would enrich their knowledge on their fields of specialization, like joining national and international academic competitions to ensure academic excellence.</p>	<p>The BSBA students organized a mock pitching competition wherein they were able to witness innovative product and service proposals of their co-students. Moreover, a group of BSBA students was sent to Singapore as part of their training in making new ventures and enhancing innovative ideas.</p> <p>Extra-curricular activities of BSBA students can be considered as co-curricular as those were organized by themselves and a manifestation of their skills and knowledge on planning.</p>	



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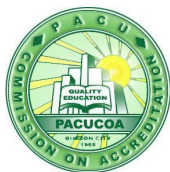
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		Evidences and narrative reports of the aforementioned co-curricular activities can be accessed in the link to folder below: 3.3 Co-curricular activities o...	
4. Evidence showing the assessment of co-curricular activities of students was not seen.	4. Periodic assessment of co-curricular activities should be done, to determine the relevance of the activities in attaining the program outcomes.	The BSBA program chair, as part of evaluation of the student activities, quarterly evaluated the student activities through accomplishment reports for the BSBA program. The compilation of evaluation can be accessed here: 3.4 Assessment of co-curricular activities 3.4 Assessment of co-curric...	



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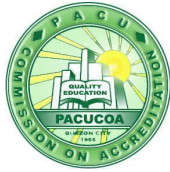


COMPLIANCE REPORT



INSTITUTION NAME: University of Batangas Lipa City
COLLEGE NAME: College of Management and Tourism
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5. Correlation studies to evaluate students' performance were not conducted regularly. Moreover, results of the study conducted were not fully utilized in enhancing the delivery of instruction.	5. Correlation studies on the delivery of instruction and other variables that affect the performance of students should be done regularly. Moreover, results of the study must be utilized in enhancing the delivery of instruction.	<p>The department continuously conducted correlation studies on instruction delivery and other variables impacting student performance, utilizing the findings to enhance teaching methodologies.</p> <p>3.4 Assessment of co-curric...</p>	
6. Student research studies were minimal. There was no student research journal available.	6. Research should be incorporated into all professional courses. Encourage students to produce more research-based outputs. Course outcomes must be research-based and articulated in the course plan.	<p>Program or major related researches were approved for presentations from the past academic years. Various research topics include financial literacy, digital marketing, cashless payments, etc. The research format includes the Input Process Output as research paradigm which has ensured that the researches are as output-bases as possible.</p> <p>The compendium of such researches can be accessed through this link:</p> <p>3.6 Student research studies</p>	



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Area IV. Laboratories

OPPORTUNITIES FOR IMPROVEMENT	RECOMMENDATIONS	ACTIONS TAKEN	TEAM VERIFICATION
1. An apprenticeship manual for conducting on-the-job training program to provide guidelines on the use of the virtual OJT as business office simulation room was not in place for practicum students.	1. Apprenticeship manual for conducting on- the-job training program to serve as guideline in the conduct of virtual OJT or the use of virtual business office simulation room for practicum students is recommended.	<p>To ensure the success of virtual internships, the university created an apprenticeship manual. This manual will serve as a comprehensive guideline for conducting on-the-job training programs and utilizing virtual business office simulation rooms for practicum students. By providing clear instructions and support materials, we aim to ensure that students receive the guidance they need to excel in their virtual internships.</p> <p>Apprenticeship Manual</p>	



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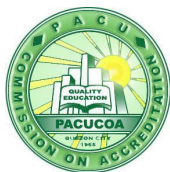
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2. Business application software to support instruction in accounting, finance, and investments courses were limited.	2. Provisions for additional business applications such as Bloomberg, Reuters Thomson and Bank Code for accounting and finance certification may be made for students.	The university has entered into a SAP Software Maintenance Agreement with DYNAMIQ Enterprise Solution Inc. This agreement, effective from January to December 2024, provides support for instruction in accounting, finance, and investment courses. Additional Business Application	
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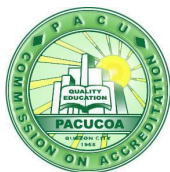
COMPLIANCE REPORT



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Area V. Research

OPPORTUNITIES FOR IMPROVEMENT	RECOMMENDATIONS	ACTIONS TAKEN	TEAM VERIFICATION
1. Document to show continual review of the university's purpose, vision, philosophy, goals, activities, and research agenda aimed toward social development and promoting values was limited.	1. It is necessary to undertake a continual review of the present research agenda, to reflect upon the university's VMGO. Innovation and contributing to existing knowledge in many disciplines (multidisciplinary) should be the primary goals for the activities, including social development activities such as culture and tradition, education, technology, engineering, and promotion of values.	<p>Annually, the university requires tactical plans to be submitted by the Research and Publications Office which contains the details relative to the review of the PVMGO and its alignment to the activities of the office.</p> <p>Additionally, to respond to the call for innovation and multidisciplinary contributions, the university collaborates with esteemed industry partners; benchmarks with other research and technology business incubators; conducts researches for the benefit of our adopted communities.</p> <p>https://drive.google.com/drive/folders/1weDVIT9NzA09kV8II-2GcafEIEKIG1-?usp=sharing</p>	



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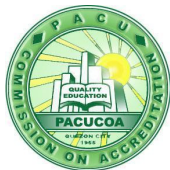
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2. Indication that faculty members, students, and non-teaching staffs write and publish in traceable refereed journals was minimal.	2. Seminars on research capability-building and associated research activities should be expanded, to stimulate faculty and student's interest in conducting scientific investigations. For non-teaching staff, CPReLL should routinely conduct research training programs to improve the motivation and understanding of the role research plays in maintaining the quality of student services. Non-teaching employees engaged in research may be rewarded.	Capacity-building programs are organized by the university for both faculty and non-teaching employees, with the most recent being Unlocking Research Potential, in partnership with the Iloilo Science and Technology University. There were also international seminars attended to further equip them in research. In terms of the incentives provided to researchers, not only can they be funded by the university, but their research undertakings are also included in the regular evaluation for promotion and salary increase. https://drive.google.com/drive/folders/1y6mesylR84JAgfrEFc4p1CxeHVxb-iNh?usp=sharing	
3. Not all published scholarly research articles/outputs of the academic community were traceable online.	3. Through the CPReLL, the administration should devise a mechanism to make all faculty research outputs traceable online, i.e., Google to attract global researchers to use the findings. In addition, a tracking system and report should be prepared as	Researchers are required by the office to submit utilization reports, especially for those who had international publications.	



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	evidence for research productivity and utilization.		
4. Full utilization by the external agencies of various research studies did not complement the research itself.	4. Training on the utilization of research results for policy, program, process, and advocacy advancements may be provided to investigate, promote, and build innovative methods of usage and mechanisms to reach beneficiaries. Furthermore, a research usage matrix may be developed and checked regularly.	A seminar on research utilization is scheduled in order to provide the help the institutional researchers in the utilization of their researches.	
5. Due to the pandemic, online processes, procedures, activities, and research outputs have limited evidence to fulfill the requirements.	5. During this pandemic, the administration should provide adequate instructional materials and instruction that can be accessed online by all relevant stakeholders to address the development of diverse research skills. Additionally, evidence that the outputs are consistent with international standards, such as the results of instrument reliability and	Instructional materials are uploaded in the Learning Management System used by the university, which is Cypherlearning's NEO LMS. Also, researches are compiled by the Learning Resource Center and is accessible in the LRC. The researches compiled show evidence of results of reliability and validity tests, appropriateness of the research design, and others. https://drive.google.com/drive/folders/1y6mesylR84JAgfrEFc4p1CxeHVxb-iNh?usp=sharing	



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	validity tests, appropriateness of the research design, statistical analysis (for quantitative research), correct/proper grammar, syntax, and style, are cataloged as part of the library.		
6. The offices concerned lacked research outputs as regards student satisfaction surveys during this time of the pandemic.	6. Data in the offices, such as the results of student satisfaction surveys, should be used for research to improve and enhance the delivery of different student services. Moreover, following the ethical research protocols, documented information regarding the behavior of students should be utilized. Furthermore, research to monitor students' discipline and effective behavioral management could be conducted in this time of the pandemic.	Offices under student services are required to submit their customer satisfaction surveys. Also, in an institutional level, the same survey is administered and is collected by the Quality Assurance Office. https://drive.google.com/drive/folders/1BXIxMkfZlhzfLMnbNHTT6-SwsarmKAry?usp=sharing	



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COMPLIANCE REPORT



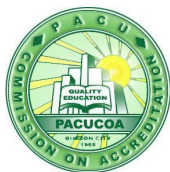
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7. Research outputs related to social, economic, and community services and activities were not available.	7. Data collected from the surveys and the narrative reports of selected participants should be used for further research to strengthen the stakeholders' sustainability and strategic development plans.	The university conducts Impact Analysis of the community extension services it had with its former adopted community and Needs Assessment for its new one through the partnership of RPO and the Student Affairs and External Programs Office. https://drive.google.com/drive/folders/18gg246MAEfsf8a6nUG-B6ntTkDgDkSM3?usp=sharing	
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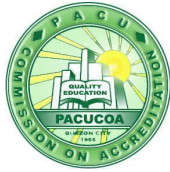
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Area VI. Library

OPPORTUNITIES FOR IMPROVEMENT	RECOMMENDATIONS	ACTIONS TAKEN	TEAM VERIFICATION
1. The appointment paper of the chief librarian was no longer valid at the time of the remote virtual accreditation visit, i.e., effective July 1, 2019 to June 30, 2021.	1. To keep the appointment paper of the chief librarian valid, an updated appointment should be issued by the designated office issuing the appointment.	The Board of Regents, with the University President's recommendation, appointed a Chief Librarian at UBLRC Lipa Campus, effective September 2023. They have full confidence in the new Chief Librarian's possession of the necessary skills, expertise, and commitment to effectively fulfill this role. Evidence No. 1	
2. Guidelines on the use of learning resource center were outdated. It was noted that the names of the two former librarians who were no longer connected with the university library were still there.	2. Learning resource center (LRC) guidelines should be revised and updated to keep them current and relevant to the needs of students and faculty members. Moreover, the organizational chart of the library should be revised to include the functions of faculty-library committee in the picture.	The Learning Resource Center has a detailed guidebook that provides comprehensive information on various aspects of our library, including policies, services, staff, and collections. It will greatly enhance our ability to help the library clientele navigate our facilities more effectively. This	



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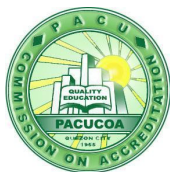


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		<p>guidebook is also accessible on our website, ensuring that all members of our community can readily access vital information regarding our resources and services.</p> <p>Furthermore, the Faculty Library Committee (FLC) has been integrated into our organizational framework to shape the direction of our library services, providing valuable insights and recommendations to enhance the overall library experience for both faculty and students alike</p> <p>Evidence No. 2</p>	
<p>3. Noted for continuous updating were the following books: 3.1. tourism and business books (Philippine Setting); 3.2. literary criticism books; and 3.3. more copies of published thesis.</p>	<p>3. To comply with the growth rate of library collections, continuous acquisition should be maintained to sustain the compliance of 20 percent of book collections, published within the last 10 years. Moreover, to ensure balanced collections, the library should:</p>	<p>The library actively expands its collection to align with the curriculum, encompassing professional books, general references, and Filipiniana materials, through collaborative efforts with faculty to identify essential resources. It ensures budget allocation for acquiring</p>	



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	<p>3.4. prepare a collection profile per program, in order to keep the collections relevant and updated;</p> <p>3.5. acquire books written by local authors, especially on tourism, business and literary criticism; and</p> <p>3.6. encourage the academic departments to submit thesis collections of students for library use.</p>	<p>new materials, addressing identified gaps, and collaborates with the institution's administration to secure funding for books and journals.</p> <p>Annually, the library conducts and updates collection mapping per program, facilitating the proper allocation of book requests across departments and ensuring compliance with the standard number of books per program. Representatives from the University of Batangas attend book fairs annually to meet the requirement of acquiring 5 titles per subject per department, including books, journals, and electronic resources. Moreover, the library has achieved the compliance of 20% of the book collection per area within the last decade from the total collection.</p> <p>Additionally, we have updated the list of undergraduate theses among our graduates</p>	
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		Evidence No. 3 Evidence No. 3.1 Evidence No. 3.2 Evidence No. 3.3	
4. Most students were not yet aware of the services of LRC during the pandemic. Moreover, most students cannot describe the current online subscription of the university library.	4. Re-orientation sessions should be done on the current LRC guidelines to keep the students updated and aware of the new things happening in the library, such as the (face to face guidelines, orientation and training on the use of Gale Academic OneFile database and the use of other open access platforms.)	After the pandemic and the resumption of regular operations, the library shifted its focus from virtual orientations to face-to-face orientations every semester for University of Lipa students. Our orientations are designed to efficiently communicate the importance of understanding library policies, acquaint students with the library staff overseeing resources and services, and reinforce the message of their continual welcome at the library Evidence No. 4	



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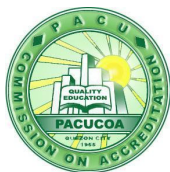


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PROGRAM: Bachelor of Science in Business Administration
TYPE OF VISIT: Level II Accreditation

5. The LRC non-teaching personnel had minimal involvement in research activities.	5. Research collaboration with faculty, librarians, and non-teaching personnel should be encouraged. Institutional and action research studies could be done for paper presentations in the future, both locally and internationally.	Research work consistently forms a pivotal component of our Library Five-Year Development Program. The library personnel have conducted research about the library to assess our operations. As librarians, it helps us to identify areas for enhancement and implement strategies to optimize effectiveness and user satisfaction Evidence No. 5	
6. The operational manual of the library was outdated.	6. To align the functions to the current organizational set-up of the library, the LRC operational manual should be revised and updated to carry out its strategies and objectives.	The operational manual for the Learning Resource Center has been revised and is currently undergoing review by the Quality Assurance and Operations Department Evidence No. 6	



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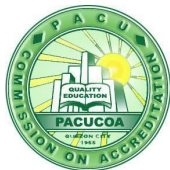


COMPLIANCE REPORT



INSTITUTION NAME: University of Batangas Lipa City
COLLEGE NAME: College of Management and Tourism
PROGRAM: Bachelor of Science in Business Administration
TYPE OF VISIT: Level II Accreditation

7. There was no document presented on the conduct of the annual inventory of library holdings.	7. A complete inventory of library resources such as books, non-print, bound periodicals, and other library equipment and furniture being used to support instruction should be prepared, documented, and submitted to the administration, for records purposes.	The UB LRC Lipa conducts annual inventory every summer to ensure that library resources are well-maintained. This process helps reconcile physical counts with inventory records and enables the quick identification of discrepancies. Additionally, it allows us to assess the condition of our books and other learning materials, informing decisions regarding budget allocation for procurement in the upcoming year. Evidence No. 7	
8. The chief librarian administered and supervised the total operations of the elementary, high school, and college library and was assisted by only one librarian. The ratio of librarian and support staff was not complied with, considering the	8. To efficiently manage the elementary, high school, and college library, the institution should hire additional support staff to comply with the librarian and support staff ratio.	In accordance with the CMO issued by CHED, the staffing levels in the library are aligned with the current enrollment figures at the University of Batangas Lipa campus. The basic education library personnel have a total of 1 licensed librarian and 1 support staff, serving an enrollment of 371 students. Similarly, in the college library, there is 1 licensed staff and	



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COMPLIANCE REPORT



INSTITUTION NAME: University of Batangas Lipa City
COLLEGE NAME: College of Management and Tourism
PROGRAM: Bachelor of Science in Business Administration
TYPE OF VISIT: Level II Accreditation

growing population of the institution.		1 support staff, catering to a total enrollment of 2598 students. Evidence No. 8	
9. Affiliation of librarians with professional organizations was very limited.	9. Librarians and support staffs should be encouraged to affiliate themselves with library professional organizations to keep them updated on the latest trends in the profession. Moreover, membership to these professional associations should be regularly renewed to maintain its good standing.	All of our library personnel, both licensed and non-licensed, are active members of a library organization. with the shared goal of staying abreast of emerging trends in the field. They actively engage in professional development initiatives within the organization, ensuring they remain current and proficient in their roles Evidence No. 9	
10. The LRC online public access catalog (OPAC) only offered the search module. It was noted that the library is still in its initial stage of computerization and cannot be accessed outside the premises of the library.	10. To allow fast and efficient retrieval of information resources in the library, it should explore the possibility of enhancing/ upgrading the features of its current library system (LIBRO) and made available the resources on the web so library clientele could access, through the	The library has maintained continuous coordination with the ITC department regarding our library system, which will significantly contribute to fully supporting library users and enhancing library services and facilities. Presently, the ITC department has commenced the	



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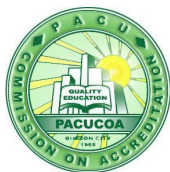


COMPLIANCE REPORT



INSTITUTION NAME: University of Batangas Lipa City
COLLEGE NAME: College of Management and Tourism
PROGRAM: Bachelor of Science in Business Administration
TYPE OF VISIT: Level II Accreditation

	<p>WEBOPAC, all the available LRC resources anywhere and anytime.</p>	<p>enhancement of our Ub Libro by implementing new structured improvements.</p> <p>Additionally, to maximize the utilization of our library resources, we employ various strategies, such as enhancing our website to showcase and make our online collections accessible to all library users remotely.</p> <p>Evidence No. 10</p>	
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COMPLIANCE REPORT



INSTITUTION NAME: University of Batangas Lipa City
COLLEGE NAME: College of Management and Tourism
PROGRAM: Bachelor of Science in Business Administration
TYPE OF VISIT: Level II Accreditation

Area VII. Student Services

OPPORTUNITIES FOR IMPROVEMENT	RECOMMENDATIONS	ACTIONS TAKEN	TEAM VERIFICATION
1. The student personnel satisfaction survey was limited to the evaluation of the qualities of personnel delivering the student services.	1. The survey can be further enhanced to assess how adequate student services are delivered and how satisfied the students are. The evaluation of qualities of personnel can still be included in the survey. It can be appropriately titled as “customer/student satisfaction survey” to cover both services and personnel.	The Student-Personnel Satisfaction Survey (SPSS) was enhanced by improving areas to measure the satisfaction of the clienteles. Furthermore, every unit within the SAS Department utilizes a Client Satisfaction Survey (CSS) to monitor service quality effectively. Client Satisfaction Survey	
2. The Guidance and Counseling was also a health (medical clinic) office as the title indicated.	2. UBLC may consider changing the title of the “Guidance Counseling and Health Office” to Guidance and Counseling Office. Since the health office is not located in the same office, it would be more appropriate to call it as such.	The name of the office was changed from Guidance Counseling and Health Office to Counseling and Psychological Wellness (CoPWell) Center as approved by the University management to give emphasis to the mental health services of the unit.	



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COMPLIANCE REPORT



INSTITUTION NAME: University of Batangas Lipa City

COLLEGE NAME: College of Management and Tourism

PROGRAM: Bachelor of Science in Business Administration

TYPE OF VISIT: Level II Accreditation

		<u>Memorandum</u>	
3. The testing program for AY 2021-2022 was limited to surveys and self- assessments.	3. The Guidance Office may consider enhancing the testing program for AY 2021-2022 to include standardized tests by partnering with accredited testing centers using online platforms or avail of open source psychometrics that are legitimate and reliable. This can be done while the school is still on flexible or virtual learning.	The CoPWell strengthened its testing program by incorporating essential standardized instruments to better address student needs. Moreover, the university partnered with Unilab's Lingap Diwa to implement mental health screening, a crucial tool given the increasing prevalence of mental health issues among students. <u>Testing Programs</u>	
4. Noted was along line to the cashier during enrollment or when payments for tuition fees were due.	4. The school may consider partnering with local banks or online payment facilities can be made available as payment options.	The University has partnered with local banks and other online payment channels. Currently, they may transact via affiliated banks like BPI, Union Bank, RCBC, Bank of Commerce, etc., with over-the-counter non-banks like SM, Bayad Center, 7/11, Cebuana Lhuillier, etc., and other online channels such as G-Cash, and PayMaya. <u>Partner Local Banks (Payment Channels)</u>	



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COMPLIANCE REPORT



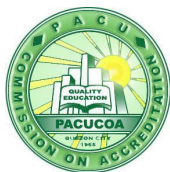
INSTITUTION NAME: University of Batangas Lipa City

COLLEGE NAME: College of Management and Tourism

PROGRAM: Bachelor of Science in Business Administration

TYPE OF VISIT: Level II Accreditation

5. Research outputs based on student problems, issues, and concerns were very minimal.	5. Psychological test results, routine interview, and counseling reports collected by the Guidance Office are viable tools in making research studies. Findings can be analyzed and utilized to further enhance the services and intervention programs.	Research relevant to student services is being done. Likewise, satisfaction surveys on the different services of the university are regularly conducted annually for the continuous improvement of the unit's services. Research Outputs	
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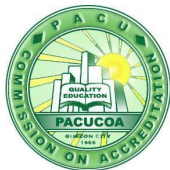
COMPLIANCE REPORT



INSTITUTION NAME: University of Batangas Lipa City
COLLEGE NAME: College of Management and Tourism
PROGRAM: Bachelor of Science in Business Administration
TYPE OF VISIT: Level II Accreditation

Area VIII. Social Orientation and Community Involvement

OPPORTUNITIES FOR IMPROVEMENT	RECOMMENDATIONS	ACTIONS TAKEN	TEAM VERIFICATION
1. A five-year community development plan was not evident for the partner community, Barangay Marawoy, Lipa City.	1. A five-year community development plan should be crafted and implemented to ensure the sustainability of community extension services (CES) efforts. A well carried out plan with proper monitoring and evaluation for impact assessment must likewise be ensured.	A five-year community development plan was coordinated and implemented for a community partner in Marawoy. The plan was divided into yearly segments and each department was assigned to implement specific activities/projects accordingly. After the completion of each activity, departments submitted their narrative reports and evaluations for the activities. Fiver Year Development Plan	
2. The memorandum of agreement (MOA) between the partner community, Barangay Marawoy-Lipa City, and UBLC had no indicated time frame.	2. The MOA between the partner community, and UBLC should indicate a time frame. The MOA must have inclusive dates showing when it started and when it will terminate for proper monitoring	The MOA implementation was scheduled from October 2, 2022 to August 31, 2023. MOA with partner community	



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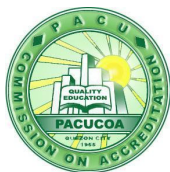


COMPLIANCE REPORT



INSTITUTION NAME: University of Batangas Lipa City
COLLEGE NAME: College of Management and Tourism
PROGRAM: Bachelor of Science in Business Administration
TYPE OF VISIT: Level II Accreditation

	and evaluation of implemented outreach projects.		
3. Programs and activities aligned to skills and competencies of students per program were minimal. Most of the students' involvement were related with those initiated by the institution like Christmas gift-giving, donation drive for calamity victims like the Taal Lake eruption, etc.	3. The development plan for extension services could be further enhanced by including more activities and projects that tailor-fit with the field of expertise and competencies of each program.	Each department is assigned a project tailored to the expertise and competency of students and faculty members, in order to serve the community partner on a yearly basis. Extension services development plan	
4. The linkages and partnerships to support community development projects were limited.	4. Administration may consider strengthening its CES efforts to generate sponsorships and tap benefactors, corporate foundations, and industry partners in support of its projects in its partner community. This would help to ensure sustainability of outreach efforts.	Efforts have been undertaken to secure sponsorships and support assistance from various entities, such as the Department of Science and Technology (DOST), the Department of Agriculture, I Fern Products, local Barangay officials, and Sangguniang Panlungsod Councilors, in order to sustain outreach activities. Linkages and partnerships	



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COMMISSION ON ACCREDITATION, INC.
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COMPLIANCE REPORT



INSTITUTION NAME: University of Batangas Lipa City
COLLEGE NAME: College of Management and Tourism
PROGRAM: Bachelor of Science in Business Administration
TYPE OF VISIT: Level II Accreditation

5. Documents showing the effects of the outreach program on the skills and personal value system of students, faculty members, and non-teaching staff were minimal.	5. Students, faculty members, and employees may be encouraged to write narrative reports and reflection essays that could be collected from them, after each community outreach activity.	Each department was encouraged to have their students and faculty members submit narrative reports, including a summary of the evaluation report and essays, after each community outreach activity. Each department was encouraged to have their students and faculty members submit narrative reports, including a summary of the evaluation report and essays, after each community outreach activity. Narratives of Community Outreach Activities	
6. Community outreach activities carried out during AY 2020-2021 were minimal due to the pandemic situation and online mode of classes.	6. For continuity of community outreach activities, the school may consider delivering outreach program to the partner community like conducting webinars, virtual classes, or recorded training sessions. A soft copy of the webinars can be provided to the barangay leaders.	During the pandemic, we continue our community outreach activities through webinars and virtual tutorials. Community Outreach Activities	

Area IX. Physical Plant and Facilities



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COMPLIANCE REPORT



INSTITUTION NAME: University of Batangas Lipa City

COLLEGE NAME: College of Management and Tourism

PROGRAM: Bachelor of Science in Business Administration

TYPE OF VISIT: Level II Accreditation

OPPORTUNITIES FOR IMPROVEMENT	RECOMMENDATIONS	ACTIONS TAKEN	TEAM VERIFICATION
1. The school had no comprehensive and systematic campus development plan and preventive maintenance program.	1. The physical plant and facilities administrator should prepare and implement a comprehensive campus development plan and preventive maintenance program of the school's facilities. The maintenance program may include the annual duration of activities and the proposed and approved budget.	<p>The comprehensive campus development plan and preventive maintenance were in place and put into action. The Building and Maintenance (BMD) in collaboration with the General Services Office and Management of Assets Office implemented and completed these plans based on the suggested annual timelines and approved budget for the activities.</p> <p>Comprehensive Campus Development Plan</p> <p>Preventive Maintenance</p>	



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COMPLIANCE REPORT



INSTITUTION NAME: University of Batangas Lipa City

COLLEGE NAME: College of Management and Tourism

PROGRAM: Bachelor of Science in Business Administration

TYPE OF VISIT: Level II Accreditation

2. Fire extinguishers along hallways were placed on the ground.	2. The bottom of the fire extinguishers must be at least 4-in. (102mm) off the ground and preferably be placed in cabinets accessible to the end users.	The fire extinguishers were positioned above the ground and mounted for easy visibility. Fire Extinguishers	
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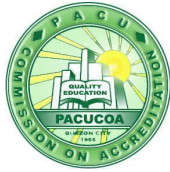
COMPLIANCE REPORT



INSTITUTION NAME: University of Batangas Lipa City
COLLEGE NAME: College of Management and Tourism
PROGRAM: Bachelor of Science in Business Administration
TYPE OF VISIT: Level II Accreditation

Area X. Organization and Administration

OPPORTUNITIES FOR IMPROVEMENT	RECOMMENDATIONS	ACTIONS TAKEN	TEAM VERIFICATION
1. The staff development program was not discussed with the non-teaching personnel.	1. The staff development program should be discussed with the non-teaching personnel to make them aware of the efforts of the administration to assist them in their professional growth.	Notice of seminars/trainings are emailed/disseminated to UB Family. Staff Development Program	
2. The organizational chart was a combination of the Main Campus (Batangas City) and the Lipa Campus (Lipa City).	2. An organizational chart may be prepared, exclusive for the Lipa Campus, to easily identify the positions and offices that the Lipa Campus has.	The Macro Table of Organization of UBLC was created. Link: Macro Table of Organization	



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COMMISSION ON ACCREDITATION, INC.
(PACUCOA, INC.)**



COMPLIANCE REPORT



INSTITUTION NAME: University of Batangas Lipa City
COLLEGE NAME: College of Management and Tourism
PROGRAM: Bachelor of Science in Business Administration
TYPE OF VISIT: Level II Accreditation

3. Some action plans in the strategic plan 2019-2022 did not indicate the target dates on when to implement such plans.	3. Administration should review and revise the strategic plan 2019-2022 to indicate the target date to implement the plan to facilitate evaluation thereof.	The strategic plan was reviewed and revised by the management. Revised Strategic Plan	
4. The key result areas of the strategic plan 2019-2022 did not clearly cascade to the quality objectives of the different departments/units.	4. The administration should synchronize the strategic plan and the quality objectives to ensure attainment of the institutional targets through the implementation of the quality objectives.	The university strategic plan is aligned with quality objectives of respective colleges. Implementation of Quality Objectives	