



**PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS,
COLLEGES AND UNIVERSITIES
(PAASCU)**

SUPPLEMENT TO SURVEY FORM A

**DIPLOMACY AND
INTERNATIONAL RELATIONS**

2016

**First Edition
PAASCU**

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Philippine Accrediting Association of Schools, Colleges and Universities

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Supplement to Survey Form A – Diplomacy and International Relations, First Edition

DIPLOMACY AND INTERNATIONAL RELATIONS PROGRAM

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EVALUATION FORM

SECTION I

VISION-MISSION-GOALS

CONTENTS

- A. Statement of Vision-Mission-Goals of the Institution
- B. Specific Goals Distinctive of Each Program
- C. Acceptance by the Academic Community
- D. Agreement between Vision-Mission-Goals and Activities

NAME OF INSTITUTION: _____

LOCATION: _____

ANALYSIS MADE BY:

_____	_____
_____	_____
_____	_____

EVALUATION MADE BY:

_____	_____
_____	_____

DATE COMPLETED:

_____	_____
-------	-------

EVALUATIVE CRITERIA

SECTION I

VISION-MISSION-GOALS

The area of vision-mission-goals is the most fundamental of all the eight areas to be surveyed. The accrediting association judges an institution not by comparison with other institutions, which may legitimately vary in many respects, but primarily by the degree to which each institution's avowed vision-mission-goals are matched by actual practice in the eight broad areas included in any school's framework: Community Involvement, Faculty, Curriculum and Instruction, Library, Laboratories, Physical Plant, Student Services, and Administration. Vision-mission-goals express what the institution claims to be. These are specified by goals it wishes to attain which are also the final criteria it wishes to be judged by. Only its actual practices can and will reveal to what extent it has actually become what it professes to be.

A. Statement of the Vision-Mission-Goals of the Institution

An institution's vision-mission-goals will determine the school's policies regarding the acceptance of students and the instructional program/s it will offer. These vision-mission-goals should be determined in the light of the needs of the clientele which it intends to serve as well as the needs of the community in which it exists. Specific objectives/goals of all colleges should be drawn from the institution's vision-mission. These vision-mission-goals should be clearly stated in a catalogue or prospectus, which is readily available to prospective students and other persons concerned.

The institution should include among its objectives a well-integrated program for the development of moral character and personal discipline in its students. It should also ensure the completion by its students of an adequate program of general education on the collegiate level, the guidance of each student toward the discovery of a satisfying and community-oriented vocation in life, and the development by each student of responsible attitudes as a citizen of the Philippines.

B. *Specific Goals Distinctive of Each Program*

Within the framework imposed by the vision-mission-goals, each institution is free to choose the specific objectives for each individual college and course. Not only is this freedom recognized by PAASCU; its exercise is actually encouraged. Such specific objectives, of course, should be seen by PAASCU as attainable and educationally sound.

C. *Acceptance by the Academic Community*

There should be evidence that the entire academic community subscribes to the vision-mission-goals of the institution and that the institution orients new members to the essential purposes of the institution.

D. *Agreement Between Vision-Mission-Goals and Activities*

The agreement between the stated vision-mission-goals and the practices of the institution should be apparent. Vision-mission-goals, to be effective, must be so directly related to the corresponding activities of the institution that they determine what those activities shall be. The institution should cease to claim goals to which it cannot direct its activities. Any claims made by the institution itself regarding the value and validity of its vision-mission-goals, whether those claims be made in the college catalogue or in any form of public announcement, should be easily verifiable.

EXPLANATION

The Evaluation Survey Team should fill out Divisions A to C of this Form before the survey of the other areas is undertaken. The other areas will be evaluated in the light of the specific goals professed by the college under survey, (e.g., Liberal Arts, Business, etc.) and the entire institution of which the college is a part. Thus, the Evaluation Survey Team -- as well as the faculty committees which join in the work -- should be aware of the information supplied in this Form and should keep it in mind as they inspect the various features and activities of the college.

This section on vision-mission-goals indicates, not necessarily what the college already is, but what it is in process of becoming. The last part of the preceding statement should be carefully distinguished from mere hopes, promises or plans, in answering the question which follows below.

The important question, "Is there harmony between the actual educational practices and activities as seen in this college and the vision-mission-goals?" serves as an indicator of fidelity to the purposes and objectives for the survey of the other areas. The propositions contained within Divisions A, B and C of the Survey Form describe necessary conditions for requesting accreditation. The Evaluation Survey Team should be assured that these conditions are met in the course offering (e.g., Liberal Arts, Business, etc.) before directing the survey of the other eight areas.

Parentheses () are placed to the left of the propositions. If the proposition is verified in the institution or college, place the symbol E; if doubtfully verified, place the symbol S (to some extent only); if not verified, use the symbol M for missing. In Division B, the objectives should be typed in; if more space is required, additional pages may be used.

A. STATEMENT OF VISION-MISSION-GOALS
OF THE INSTITUTION

ANALYSIS

- () 1. The vision-mission-goals of the institution are clearly stated.
- () 2. They are formulated for the institution as a whole.
- () 3. The vision-mission-goals are in harmony with national goals and desirable Filipino cultural values.
- () 4. They are adapted to the educational needs of the local, regional, national and international community.
- () 5. The institution includes among its goals the completion of an adequate program of general education by each of its students.
- () 6. The institution includes among its goals a specific program for the development of moral character and personal discipline in its students, properly integrated with the academic program.
- () 7. The institution provides opportunities and resources for the guidance of its students towards the discovery of a satisfying and community-oriented vocation in life.
- () 8. The institution is aware of the current social needs and has appropriate community involvement projects for the development of responsible citizens.
- 9. Provisions are made for institutional planning:
 - () a. short-range*
 - () b. long-range

* Short-range plans are designed to reflect the temper of our changing society.

- () 10. The institution provides opportunities for alumni to develop a continuing interest in their own growth, as well as in the social enrichment of their community.
- () 11. The vision-mission-goals of the institution are published in a catalogue or prospectus.
- () 12. This catalogue or prospectus is readily available to students and other interested persons.
- () 13. The vision-mission-goals are updated as needed.

B. SPECIFIC GOALS FOR THE COLLEGE(S)/PROGRAMS(S)
BEING EVALUATED

ANALYSIS

- 1. For the _____ program:
 - a.
 - b.
 - c.
 - d.
 - e.
- 2. For others
 - a.
 - b.
 - c.
 - d.
 - e.

C. ACCEPTANCE BY THE ACADEMIC COMMUNITY

ANALYSIS

- () 1. Incoming members of the institution are informed of the vision-mission-goals through a proper orientation program.
- () 2. The current members of the academic community subscribe to the vision-mission-goals.
- () 3. Members of the academic community participate in any revision of the purposes and objectives.

D. AGREEMENT BETWEEN VISION-MISSION-GOALS AND ACTIVITIES*

ANALYSIS

There is harmony between actual educational practices and activities and the stated:

- () a. vision-mission-goals of the institution.
- () b. specific goals for the college(s) under survey**

* This division cannot be accomplished until AFTER THE EVALUATION OF THE OTHER EIGHT AREAS HAS BEEN COMPLETED.

** Make a separate answer if MORE than ONE college is under survey (e.g., Liberal Arts, Business, Education).

EVALUATION FORM

DIPLOMACY AND INTERNATIONAL RELATIONS

**SECTION II
FACULTY**

CONTENTS

- A. Academic Qualifications
- B. Educational and Professional Experience and Length of Service
- C. Selection Policies
- D. Ranking and Promotion
- E. Teaching Assignments
- F. Research and Practice of Profession
- G. Community Service
- H. Performance Evaluation
- I. Faculty Development
- J. Faculty Relationships
- K. Salaries and Fringe Benefits

NAME OF INSTITUTION: _____

LOCATION: _____

PROGRAM(S) UNDER SURVEY:

ANALYSIS MADE BY:

EVALUATION MADE BY:

DATE COMPLETED:

EVALUATIVE CRITERIA

SECTION II FACULTY

A. Academic Qualifications

The educational background of faculty members should be adequate for teaching on the college level which includes graduate studies or their equivalent (e.g., outstanding achievement or years of experience in the field of specialization *).

B. Educational and Professional Experience and Length of Service

The staff should have experience in college teaching gained by years of service, as well as the vigor and enthusiasm characteristic of professional teachers. **

C. Selection Policies

In the selection of individual faculty members the academic requirements of the government are taken into consideration. It is a cooperative process involving the administration, department heads, area chairpersons and other faculty members. Terms of faculty appointment are expressed in writing. Attention should be given to teaching ability, character, personality and health. The faculty members should have personal integrity, broad general scholarship, and extensive preparation in their special fields, professional expertise and competence in communication skills. Before acceptance into the staff, each member should produce evidence of adequate preparation for his particular task and the possession of such personal traits requisite to teaching and to associating with youth. He should be informed of the objectives of the institution and show willingness to subscribe to them.

* The normal qualification for a college teacher is the possession of a master's or doctorate degree.

** A teacher will be considered as satisfying the norm of "experience", if he has had three (3) years of satisfactory college teaching in his or her major subject or three (3) years of successful practice in his profession before appointment.

D. Ranking and Promotion

A college should have a definite system of ranking and tenure, which is clearly described in the Faculty Handbook.

Criteria for promotion include teaching ability, publication of scholarly works, special services to the college and/or department, further educational attainment, community involvement, and commitment to the purposes and objectives of the College. Recommendations of the administration, faculty members, and students are considered in the application of the criteria. The system of tenure provides for an adequate probationary period.

A written notice of any change or retention of status is given to faculty members early enough before the end of the probationary period.

Definite procedures for separation/dismissal are clearly stated in the Faculty Handbook and duly observed in the separation/dismissal of faculty members.

E. Teaching Assignments

The percentage of full-time instructors should be sufficiently large to insure effective instruction and constant guidance of students. *

The members of the faculty should be given teaching assignments in the field of their major or minor lines of specialization.

The teaching load of faculty members should not be so heavy as to prevent sufficient preparation for classes, adequate evaluation of student achievement or professional growth of the teachers themselves. **

* A full-time instructor is defined as one who has a normal teaching load and spends the remainder of the day in research, study, or other non-teaching activities calculated to advance the interest of the students in the college under consideration.

** Normally, a teacher should not have a teaching load of more than 24 hours a week. His other commitments should not be such as will adversely affect his instructional performance in the college.

The number of staff members should be adequate for the educational programs offered, the school's enrollment, and the special needs of the students.

F. Research and Practice of Profession

The faculty should engage in research, publications, and practice of profession. It is important that there is sufficient support from the administration in terms of recognition of research work and provision for funding projects.

G. Community Service

A social service orientation should permeate the school atmosphere. The faculty members should take the lead in creating within the total academic community an awareness of social issues, deep concern for the needs of others and a strong desire to commit themselves to community upliftment and social change.

H. Performance Evaluation

There should be regular performance evaluation of faculty members using instruments acceptable to the faculty and following criteria involving teaching competence, research, and community involvement.

I. Faculty Development

A college should have a long-term Faculty Development Program which takes into account provisions for scholarships, leaves of absence, research grants, etc.

A college must have professionally alert and progressive faculty members, as evidenced by their membership in professional or learned organizations, productive scholarship, and attendance at regular and special faculty meetings. Individual and school efforts towards the professional growth of staff members should be extensive and effective.

J. Faculty Relationships

Provisions should be made for faculty participation in the formulation of purposes and objectives, in policy-making, and in the evaluation of curricular and other programs of the college.

Satisfactory relationships should exist among faculty members, and between faculty members and administration, students and other sectors of the community.

K. Salaries and Fringe Benefits

Salaries should be such as to assure a living standard in conformity with the social demands of the profession. The members of the faculty must receive just compensation calculated to attract and retain qualified instructors and professors.

A college must provide some types of recognition to reward faculty members who have rendered long, efficient, and devoted service to the college, by having a system of financial and promotional advancement for the members of the faculty.

The institution should have a social security program which includes retirement plans, separation pay and special awards.

PRELIMINARY DATA

Before the Survey Team appointed for this area of Faculty proceeds to fill out the Survey Forms, it should gather the following information regarding each member of the College teaching staff. This can be done through a questionnaire, a model of which is found in **Appendix B**.

Please do not append the completed questionnaires in the Self-Survey Report submitted to PAASCU. Keep the questionnaires in the PAASCU Workroom for the accreditors to review during the visit.

1. Full Name
2. Academic degrees - with names of institutions which granted the degrees, and Special Order Number, where applicable, and the major areas of concentration and date of academic degrees
3. License (where appropriate)
4. Rank (e.g., instructor, professor, etc.)
5. Academic status (part-time, full-time, probationary, permanent, contractual, guest lecturer)
6. Special formal academic programs undertaken with names of institutions, units earned and dates taken, supported by pertinent documents

7. Years of teaching experience in the college level in this institution and in other institutions including basic education with inclusive years of service, if applicable
8. Any other experience or achievement related to the present teaching position, e.g., practice in related professions, seminars or workshops participated in
9. Memberships/involvements in learned professional, civic and community organizations, positions occupied and dates covered
10. Titles and publication dates of pure and/or applied research undertaken. Indicate any other research engaged in, including theses
11. Summary grid of class schedules and instructional loads currently being taught in this college/department and in other colleges/department, including number of hours/week
12. Other assignments in this institution
13. Current employment (including self-employment, if any) outside of this College; educational, professional or commercial (if teaching, give subjects, instructional load and name of institution)
14. Salary in this College (give salary basis, including the length of period - e.g. ten months a year - during which the salary is received, and any other emoluments or benefits.)
15. Relevant awards and recognitions received or granted

NOTE:

A grid containing pertinent information on academic qualification and loading should be submitted to the Accreditation Committee together with the Survey Form. Please accomplish **Appendix C**.

ANALYSIS

The information mentioned above will be used by the survey team in order to fill the charts contained in this area. For the remaining portions of the Analyses, the following symbols should be placed in the parentheses to the left of the items.

- E** provision or condition exists extensively
- S** provision or condition exists moderately
- L** provision or condition is very limited
- M** provision or condition is missing but needed
- O** provision or condition does not apply

EVALUATION

Evaluations represent the best judgment of the effectiveness of the implementation of the provisions after all the evidence has been considered. The evaluators should use the rating scale given below:

- 5 - Excellent** provisions or conditions are effectively implemented and are functioning excellently
- 4 - Very Good** provisions or conditions are implemented and are functioning well
- 3 - Good** provisions or conditions are moderately implemented and are functioning satisfactorily
- 2 - Fair** provisions or conditions are implemented to a limited extent and are functioning minimally
- 1 - Poor** provisions or conditions are not implemented and are not functioning

COMMENTS

In the space allotted for comments, the Survey Team should include any remark concerning matters not sufficiently treated in the preceding Analysis and Evaluations and which should be taken into consideration in the overall evaluation of the area.

The Survey Team should use this space for an explanation of the use of L, M, and O in the Analysis and 2 and 1 in the Evaluation.

BEST FEATURES

In the space provided, list briefly the strengths of the school/program in the particular area.

RECOMMENDATIONS

In the space provided, indicate proposed changes or plans to further improve the area.

A. ACADEMIC QUALIFICATIONS

ANALYSIS

1. General Education

For all faculty members teaching General Education (Service Courses)

Degrees Completed	Full-Time Faculty		Part-Time Faculty	
	No.	%	No.	%
Doctorate in discipline taught				
Doctorate in other fields				
Master's in field of Specialization				
Master's in other Fields				
Bachelor's degree				
Total		100%		100%

• A full-time teacher is defined as one who is teaching load does not exceed 24 hours and spends the rest of the time in committee work, research, student consultations and other non-teaching activities.

• A part-time teacher is one who is hired on the basis of the number of units taught.

Give the institution's definition of full-time status or indicate where this may be found, if such differs from the definition given above.

2. Professional Courses

For every college/program involving a separate professional core of teachers, prepare a separate table.

COLLEGE/PROGRAM _____

Degrees Completed	Full-Time Faculty		Part-Time Faculty	
	No.	%	No.	%
Doctorate in discipline taught				
Doctorate in other fields				
Master's in field of Specialization				
Master's in other Fields				
Bachelor's degree				
Total		100%		100%

COLLEGE/PROGRAM _____

No. of Faculty Enrolled	Full-Time Faculty		Part-Time Faculty	
	No.	%	No.	%
working towards a Doctorate but lacks dissertation				
working towards a Doctorate				
working towards a Master's but lacks thesis				
working towards a Master's degree				
Total		100%		100%

3. Industry Certifications

Titles	Year Acquired	Provider

EVALUATION

On the basis of the above analysis of **A. Academic Qualifications**, rate the following:

- () a. Percent of faculty with earned graduate degrees

COMMENTS

B. EDUCATIONAL AND PROFESSIONAL EXPERIENCE AND LENGTH OF SERVICE

ANALYSIS

1. Teaching Experience and Length of Service

Years of Experience	Years of Service			
	In this school		In other schools	
	Full-Time	Part-Time	Full-Time	Part-Time
15 and above				
10 - 14				
7 - 9				
4 - 6				
1 - 3				
Less than 1				
Total				

2. Professional Experience

Years of Experience	Practice of Profession (outside of teaching)	
	Full-Time Faculty	Part-Time Faculty
15 and above		
10 - 14		
7 - 9		
4 - 6		
1 - 3		
Less than 1		
Total		

3. Indicate the instructional staff mobility by completing the following chart. (Information for the last 3 years)

Full-Time Faculty	SY 20 -	SY 20 -	SY 20 -
Reasons for Turnover:			
Retirement			
Retrenchment			
Resignation			
Others (On Leave, etc.)			
Sub-total			
Reasons for changes in full-time faculty:			
Growth/Expansion			
Replacement			
New Programs			
Others			
Sub-total			
Net Gain or Loss			

EVALUATION

On the basis of the above analysis of **B. Educational and Professional Experience and Length of Service**, rate the following:

- () a. Qualifications of the faculty
- () b. Teaching experience of the faculty member
- () c. Extent of practice of profession outside of teaching
- () d. Overall stability vis-à-vis turnover ratio

COMMENTS

C. SELECTION POLICIES

ANALYSIS

1. Describe the institution's policies on faculty selection (Attach a copy in the Appendix or indicate where this information can be found).
2. Faculty selection gives due consideration to the following:
 - () a. academic qualifications
 - () b. passing board examination where applicable
 - () c. industry certification and special training and specialization
 - () d. professional/industry experience
 - () e. competence in the field of specialization
 - () f. competence in communication
 - () g. teaching ability
 - () h. research output
 - () i. social awareness and concern
 - () j. personality/character
 - () k. health
3. The selection process is participated in by: (check)
 - () a. the President
 - () b. the Dean
 - () c. Department Heads/Chairpersons
 - () d. other faculty members
 - () e. others _____
4. The process of selection includes: (check)
 - () a. psychological and personality tests
 - () b. demonstration lessons
 - () c. interview
 - () d. confidential inquiries regarding qualifications of
applicant
 - () e. background check from previous employer
 - () f. others _____
- () 5. The contract clearly specifies the terms of appointment/employment.
6. The final decision on appointment is made by _____.

EVALUATION

On the basis of the above analysis of **C. Selection Policies**, rate the following:

- () a. Policies and procedures for faculty selection

COMMENTS

D. RANKING AND PROMOTION

ANALYSIS

1. Describe the ranking system used by the college. Specify the criteria for ranking and associated points for promotion. (Attach a copy in the Appendix or indicate where this can be found).
2. Describe the promotion system and the frequency of the promotion process. (Attach a copy in the Appendix or indicate where this can be found).
3. The criteria for ranking and promotion include the following:
 - () a. industry certification and trainings
 - () b. teaching competence
 - () c. research and publications
 - () d. special services to the college and/or department
 - () e. further educational attainment
 - () f. community involvement
 - () g. commitment to college's purposes and objectives
 - () h. practice of profession
 - () i. awards and recognitions
 - () j. student evaluation of the faculty
 - () k. administrator evaluation of the faculty
 - () l. peer evaluation of the faculty
4. The following participate in the determination of ranks and promotions: (check)
 - () a. the Dean
 - () b. the Chairperson of the department
 - () c. other faculty members
 - () d. others _____
- () 5. The length of the probationary period is adequate.
6. Describe the procedures for termination of employment.
7. Describe the procedures for resignation from employment.
8. Describe the procedure followed in the dismissal of a faculty member, including due process.

EVALUATION

On the basis of the above analysis of **D. Ranking and Promotion**, rate the following:

- () a. Ranking system
- () b. Procedure for promotion
- () c. Resignation procedure
- () d. Dismissal/Termination procedure

COMMENTS

E. TEACHING ASSIGNMENTS

ANALYSIS

1. Describe the process of determining teaching assignments (Attach a copy in the Appendix or indicate where this information can be found).
2. Give the regular/normal teaching load for full-timers: _____ units/week and _____ actual contact hours per week.
3. Each program must prepare a separate table.

Give the number and % of:

Faculty Members	Total Number of Units Taught/Handled	Percent
Full-Timers		
Part-Timers		
Total		100%

Faculty with	Total Number of Units Taught/Handled	Percent
Doctorate Degree		
Master's Degree		
Bachelor's Degree		
Total		100%

In the case of faculty handling major subjects

Faculty with the ff. Professional Experience	Total Number of Units Taught/Handled	Percent
1. Executive Position (Secretary of Department, Undersecretary, Asst. Secretary, International/Non-Government Org.)		
2. Administration Position (Directors/International/Non-Government Org.)		
3. Technical Experts (FSO IV, International/Non-Government Org.)		

- () 4. The members of the faculty are given teaching assignments only in the field of their major or minor lines of specialization.
5. Class schedules are conducive to efficient teaching.

- () a. teaching schedule should not be more than three (3) consecutive hours without a break
- () b. teaching schedule should not exceed 6 hours daily

6. Encouragement and provision are made for extra class responsibilities:

- () a. committee work
- () b. student consultation/advising
- () c. research
- () d. administrative work
- () e. others _____

EVALUATION

On the basis of the above analysis of **E. Teaching Assignments**, rate the following:

- () a. Alignment of teaching assignment to degrees
- () b. System for assigning teaching loads
- () c. Scheduling of teaching loads
- () d. Provision for extra class responsibilities

COMMENTS

F. RESEARCH AND PRACTICE OF PROFESSION

ANALYSIS

1. Describe the Faculty Research Program over the last three years (or attach a copy in the Appendix).
2. There is adequate support for basic or applied research, publications, and creative output through:
 - () a. a research office that coordinates research activities/projects
 - () b. established policies and guidelines
 - () c. budget or financial support
 - () d. technical support services
 - () e. regular research seminars/trainings
- () 3. Faculty members conduct research and publish their research.
- () 4. Efforts are taken to have research refereed by external (national/international) experts.
- () 5. The institution publishes a research journal.
- () 6. Faculty members publish in peer reviewed or refereed journals.
- () 7. Faculty presents in conferences, conventions, and fora.

EVALUATION

On the basis of the above analysis of **F. Research and Practice of Profession**, rate the following:

- () a. Adequacy of support for research, publications, and creative outputs
- () b. Quantity of research and creative outputs
- () c. Quality of research and creative outputs

COMMENTS

G. COMMUNITY SERVICE

ANALYSIS

1. Community involvement of faculty members is seen in:

- () a. relating/integrating community needs in subject matter
- () b. relating/integrating community needs in research
- () c. participation in community projects (describe the nature of faculty participation)
- () d. others _____

EVALUATION

On the basis of the above analysis of **G. Community Service**, rate the following:

- () a. Community involvement

COMMENTS

H. PERFORMANCE EVALUATION

ANALYSIS

1. Teaching competence can be seen in:

- () a. implementation of course objectives as given in syllabi
- () b. mastery of subject matter
- () c. preparation for classes
- () d. relevance of subject matter to current issues
- () e. appropriate/variety of teaching strategies used
- () f. use of library resources
- () g. use of exams, quizzes, projects, student portfolios and other forms of assessments
- () h. student evaluation
- () i. administrator's evaluation
- () j. professional involvement and updating
- () k. attitudes and values (adherence to the college's mission/vision)
- () l. compliance with administrative requirements
- () m. attendance in classes

EVALUATION

On the basis of the above analysis of **H. Performance Evaluation**, rate the following:

- () a. Teaching competence
- () b. Effectiveness of teaching strategies
- () c. Attitudes and values
- () d. Compliance with administrative requirements

COMMENTS

I. FACULTY DEVELOPMENT

ANALYSIS

1. Describe the Faculty Development Program over the last three years (or attach a copy in the Appendix).
2. The orientation program includes:
 - () a. an explanation and discussion of the school's mission statement and philosophy
 - () b. an explanation of the overall policies of the institution
3. The Faculty Development Program is formulated/implemented by _____.
4. In-service training of faculty members takes the form of:
 - () a. seminars
 - () b. workshops
 - () c. colloquia
 - () d. conferences
 - () e. others _____

() 5. The institution supports faculty participation in seminars, conferences, workshops, and industry certifications outside the school.
6. There are grants available to the faculty for:
 - () a. scholarships and fellowships
 - () b. faculty exchange
 - () c. research
 - () d. conferences
 - () e. trainings and workshops
 - () f. others _____

() 7. The institution encourages membership of faculty in professional organizations.

() 8. Regular faculty/committee meetings are held to discuss relevant faculty issues/concerns.

() 9. There is an item in the budget for faculty development.

() 10. Innovative industry academic linkage to support faculty development.

11. Personal development of the faculty:

- () a. commitment to lifelong learning
- () b. commitment to professional practice
- () c. identifying personal interests and professional growth

EVALUATION

On the basis of the above analysis of **I. Faculty Development**, rate the following:

- () a. Needs-based faculty development program
- () b. Orientation program
- () c. In-service training
- () d. Formal study opportunities/exposure to best practices
- () e. Participation in professional organizations, seminars and meetings
- () f. Institutional support for faculty development

COMMENTS

J. FACULTY RELATIONSHIPS

ANALYSIS

With Fellow Faculty Members

- () 1. There are specific norms of conduct for faculty.
- () 2. The faculty observe the Code of Ethics.
- () 3. There is a faculty association.
- 4. The faculty association
 - () a. provides activities that promote personal and professional growth of its members
 - () b. promotes faculty welfare
- () 5. There are interdisciplinary/inter-college faculty discussions.
- () 6. There is collegial relationship among the faculty.

With Administration

- 1. The faculty are involved in
 - () a. the formulation/revision of the institution's purposes and objectives
 - () b. policy-making that pertains to faculty issues and concerns
 - () c. evaluation of the program/s
- () 2. Academic committees include faculty members.
- () 3. Communication lines between administration and faculty are open.
- () 4. The principle of academic freedom to which the institution subscribes is clear to the faculty.
- () 5. There is a provision for due process/handling of grievances.
- () 6. There are opportunities for regular faculty-administration dialogues that address faculty issues and concerns.

With Students

- () 1. Faculty members are responsive to students' needs.
- () 2. Faculty members are available for academic advising and consultation.
- () 3. The faculty participate in co-curricular/extra-curricular activities of students.
- () 4. The faculty respond positively to grievances expressed by students.
- () 5. There is an atmosphere of accessibility of faculty to students.

With Other Sectors of the School Community

- () 1. Faculty members have healthy relationships with the non-academic personnel.
- () 2. Faculty members participate in school projects and services.

With Industry/Professional Organizations

- () 1. Faculty members are members of professional organizations.
- () 2. Faculty members maintain collaborative relationships with industry partners.

EVALUATION

On the basis of the above analysis of **J. Faculty Relationships**, rate the following:

- () a. Relationships with fellow faculty members
- () b. Relationships with administration
- () c. Relationships with students
- () d. Relationships with other sectors of the school community

() e. Relationships with industry and professional organizations

COMMENTS

K. SALARIES AND FRINGE BENEFITS

ANALYSIS

1. Number of full-time faculty members who are paid:

Per Month	For 10 Months	For 11 Months	For 12 Months
Below P 15,000			
15,001-20,000			
20,001-25,000			
25,001-30,000			
30,001-35,000			
35,001-40,000			
40,001-45,000			
45,001-50,000			
50,001-55,000			
55,001-60,000			
60,001-65,000			
65,001-70,000			
Above 70,000			

Note: Where faculty members are freely contributing their services (e.g., members of religious congregations), the number of such faculty members and the value of their services in pesos should be given in a separate exhibit.

2. Number of full-time and part-time faculty members who are paid:

Per Hour	Lecture		Laboratory	
	Full-Time	Part-Time	Full-Time	Part-Time

3. Describe the salary policy; e.g. payment per rank, period of payment for summer work, deductions, extra compensation for other assignments, etc. (Provide a copy of the salary scale and summer work policy).

4. Describe the provisions for leaves. (Attach a copy in the Appendix or indicate where this can be found).

- a. vacation leave
- b. study leave
- c. sabbatical leave
- d. service leave
- e. sick leave
- f. others _____

5. Describe the provisions for retirement and separation. Indicate the amount and terms of retirement/separation benefits. (Attach a copy in the Appendix or indicate where this can be found.)

6. The faculty enjoy the following benefits:

- () a. medical/hospital
- () b. maternity/paternity
- () c. tuition discounts for children
- () d. others _____

7. Recognition for meritorious service is given by means of:

- () a. awards
- () b. titles
- () c. others _____

8. Attendance to seminars, trainings, conferences is supported by:

- () a. allowed absences
- () b. payment of registration fees
- () c. transportation
- () d. accommodation
- () e. stipend/allowance
- () f. others _____

EVALUATION

On the basis of the above analysis of **K. Salaries and Fringe Benefits**, rate the following:

- () a. Salaries
- () b. Fringe benefits

COMMENTS

BEST FEATURES

RECOMMENDATIONS

PLEASE APPEND IN THE REPORT THE FOLLOWING SUPPORTING DOCUMENTS:

1. Faculty Profile (See attached *APPENDIX C Form*)
2. Individual Faculty Load and Schedule
3. Faculty Development Program with Corresponding Budget
4. List of Faculty Pursuing Graduate Studies (specify those on thesis or dissertation stage)
5. List of Training Workshops/Seminars/Conferences Attended Per Faculty Member (for the last 3 years)
6. Faculty Research Agenda
7. Faculty Research Budget
8. List of Completed/Published/Ongoing Faculty Research and Creative Outputs
9. Salary Scale
10. List of Faculty Involvement in Community Service/Outreach Programs/Projects
11. Summary of Membership in Professional Organizations

**SUPPLEMENTARY MATERIALS WHICH SHOULD BE MADE AVAILABLE IN THE
PAASCU WORKROOM DURING THE TEAM VISIT:**

1. Faculty 201 Files
2. Faculty Ranking and Promotion Policies
3. Faculty Loading Policies
4. Faculty Development Guidelines
5. Research Policies and Guidelines
6. Faculty Consultation Hours
7. Faculty Evaluation
8. Summary of Faculty Awards and Recognitions
9. Report on Faculty Attendance, Tardiness, and Make-up
Classes
10. Faculty Manual

STATISTICAL SUMMARY
SECTION II - FACULTY

DIV	TITLE OF DIVISION	EVALUATION						AVERAGE	WEIGHT VALUE	PRODUCT
A	Academic Qualifications	a							4	
B	Educational and Professional Experience and Length of Service	a	b	c	d				4	
C	Selection Policies	a							2	
D	Ranking and Promotion	a	b	c	d				2	
E	Teaching Assignments	a	b	c	d				2	
F	Research and Practice of Profession	a	b	c					3	
G	Community Service	a							3	
H	Performance Evaluation	a	b	c	d				3	
I	Faculty Development	a	b	c	d	e	f		2	
J	Faculty Relationships	a	b	c	d	e			1	
K	Salaries and Fringe Benefits	a	b						2	
TOTAL									28	
AREA AVERAGE										

Area Average = Sum of Products / Sum of Weight Values

EVALUATION FORM

DIPLOMACY AND INTERNATIONAL RELATIONS

SECTION III
CURRICULUM AND INSTRUCTION

CONTENTS

- A. Curriculum
- B. Teaching-Learning Process
- C. Teaching-Learning Environment
- D. Assessment of Learning Outcomes
- E. Supervision of Instructional Program
- F. Co-curricular Programs
- G. Academic Consultation/Advising

NAME OF INSTITUTION: _____

LOCATION: _____

PROGRAM(S) UNDER SURVEY:

ANALYSIS MADE BY:

EVALUATION MADE BY:

DATE COMPLETED:

EVALUATIVE CRITERIA

SECTION III CURRICULUM AND INSTRUCTION

A. Curriculum

The program of studies required and implemented by the college should have well-defined and clearly stated objectives and learning outcomes (i.e. acquisition of knowledge, skills, values and competencies for future success) and should meet prescribed standards. It should provide for a coherent and relevant curriculum with clear-cut goals for human and national development, which results in student achievement of the institution's objectives and the program's intended learning outcomes.

The curriculum should also provide practical experiences directly related to the professional roles for which the students are being prepared. Provisions should be made for involving the institution's various stakeholders in a systematic and periodic re-evaluation of the curriculum using assessment data for program improvement and internal quality assurance purposes.

B. Teaching-Learning Process

The teaching and learning processes used in instruction should be appropriate, varied, and should facilitate the holistic development of students.

The processes should reflect the institution's teaching-learning framework. Provisions should be available to foster learning inside and outside the classroom. The use of research findings, audio-visual aids, and the integration of relevant technology should enhance the teaching-learning process.

A variety of teaching-learning methodologies such as lectures, cooperative learning, oral presentations, discussion groups, independent research should be used.

C. Teaching-Learning Environment

The teaching-learning environment should be conducive to effective instruction. Classroom atmosphere should reflect self-discipline, cooperation, and mutual respect. Measures should be taken to ensure the punctual attendance of students and faculty members in their scheduled classes.

Venues (classrooms, laboratories, audio-visual rooms) for teaching-learning should be well-equipped and can comfortably accommodate the number of students for each session.

Overcrowding of classrooms should be avoided. The number of students should be appropriate to the size and acoustics of the room.

Class sizes are considered satisfactory if they remain within the following limits:

Maximum of 40 for lecture courses or language courses

Maximum of 20 to 30 for laboratories

D. Assessment of Learning Outcomes

The learning outcomes of the academic program should be well defined and their realizations are reflected in the graduates' completion of the program, career success, and contribution to society.

Admission and retention policies should facilitate students' completion of the academic program.

E. Supervision of Instructional Program

An instructional supervision program should exist which should include practical measures such as: requirement of syllabi, visits to classes, informal dialogues with faculty and students, evaluation of tests and examinations (both of questions and of the manner of correcting papers).

The effective implementation of an instructional supervision program shall be administered by a well-organized and highly competent staff and faculty headed by a Dean/Department Chair/Program Head.

The faculty should be encouraged to join seminars and educational associations, and to experiment, where feasible, with new approaches in teaching.

This area should cover matters such as coordination of curriculum offerings; their development and management; the adoption of the proper textbooks; the organization of the faculty into departments or the like, to promote effectiveness of instruction. Instructional policies and programs should foster effective instruction.

F. Co-Curricular Programs

Co-curricular activities should reflect and support the instructional program. Co-curricular programs should complement the curriculum and the instructional process. Opportunities should be provided for students to apply theories and concepts learned in the various courses and learn to work together and collaborate with one another in co-curricular activities.

G. Academic Consultation/Advising

The students should be oriented on the availability of academic guidance and counseling. Persons in charge of academic counseling should be available to the students for consultation.

The rationale of the academic consultation/advising program should be well defined and should guide students in making meaningful decisions relative to their academic life.

Evaluation should be done on the effectiveness of academic mentoring/advising. Student satisfaction with the quality of academic consultation and advising services should serve as the gauge for monitoring and evaluation.

ANALYSIS

Within the parentheses () preceding the items given under Analysis, place one of the following letters:

- E** provision or condition exists extensively
- S** provision or condition exists moderately
- L** provision or condition is very limited
- M** provision or condition is missing but needed
- O** provision or condition does not apply

EVALUATION

Evaluations represent the best judgment of the effectiveness of the implementation of the provisions after all the evidence has been considered. The evaluators should use the rating scale given below:

5 - Excellent	provisions or conditions are effectively implemented and are functioning excellently
4 - Very Good	provisions or conditions are implemented and are functioning well
3 - Good	provisions or conditions are moderately implemented and are functioning satisfactorily
2 - Fair	provisions or conditions are implemented to a limited extent and are functioning minimally
1 - Poor	provisions or conditions are not implemented and are not functioning

COMMENTS

In the space allotted for comments, the Survey Team should include any remark concerning matters not sufficiently treated in the preceding Analysis and Evaluations and which should be taken into consideration in the overall evaluation of the area. The Survey Team should use this space for an explanation of the use of L, M, and O in the Analysis and 2 and 1 in the Evaluation.

BEST FEATURES

In the space provided, list briefly the strengths of the institution in the particular area.

RECOMMENDATIONS

In the space provided, indicate proposed changes or plans to further improve the area.

A. CURRICULUM

ANALYSIS

- () 1. There is a clear description of the degree programs.
- () 2. There is a set of clear objectives for each degree program.
- () 3. Students are provided orientation about the degree programs and the objectives.
- 4. The curricular goals and objectives are aligned with: (check)
 - () a. national development goals
 - () b. institutional vision-mission
 - () c. school/college/departmental objectives
 - () d. specific program objectives
- 5. Curricular goals include the following essential purposes of undergraduate education: (check)
 - () a. building character
 - () b. cultivating critical thinking
 - () c. developing communication skills
 - () d. preparing for a career
 - () e. acquiring holistic development
 - () f. preparing for responsible citizenship
 - () g. preparing for a global community
- () 6. The school has a well-defined theoretical or conceptual framework (i.e. constructivist, student-centered, transformative) upon which its teaching-learning process is anchored.
- () 7. Each degree program has a curriculum breakdown and curriculum map and flowchart.
- () 8. Each degree program has an appropriate set of general education courses, basic core subjects, professional/major subjects, and electives.
- () 9. Students are given choices for electives.
- () 10. Course codes and titles match the course description and contents.

- () 11. In each area of major concentration, the courses are arranged in logical sequence. There is no omission or needless overlapping of content. Moreover, each subject contributes effectively to the development of the objectives in the area of concentration.
- () 12. There is evidence that the required prerequisites of the program of studies are clearly defined and strictly implemented.
- () 13. There is evidence of the connectedness or correlation between and among the different course clusters (i.e. General Education courses with professional/major courses and electives).
- () 14. There are provisions for adequate and relevant field experience through practicum/internship/apprenticeship that support student learning and facilitate the achievement of learning outcomes.
- () 15. There are provisions for adequate preparation for taking licensure/certification/board exams.
- () 16. There are provisions for appropriate and relevant thesis/capstone project/portfolio that support student learning and facilitate the achievement of learning outcomes.
- () 17. There is a standard format used for course syllabi.
- () 18. Course descriptions in the syllabi are consistent with those contained in the Bulletin of Information and other official school documents.
- () 19. The course syllabi clearly define the intended/expected learning outcomes.
- () 20. The course syllabi should indicate list of topics and schedule, grading scheme, and updated list of references.
- () 21. Initiatives are undertaken to foster inter-departmental collaboration to enrich curricular programs.
- () 22. A system is in place for curriculum development, evaluation, and management.

- () 23. There is evidence of a planned and regular assessment of the curriculum.
24. Various stakeholders are involved in the evaluation of the curriculum: (check)
- () a. faculty
 - () b. alumni
 - () c. students
 - () d. employers
 - () e. industry practitioners
- () 25. Curriculum review/assessment data are disseminated to concerned sectors and used for continuous instructional and program improvement.
- () 26. There is evidence of sustained interest in curricular innovations from both faculty and administrators.
- () 27. The program of studies reflects initiatives to introduce/expose students to international/global perspectives.

EVALUATION

On the basis of the above analysis of **A. Curriculum**, rate the following:

- () a. Alignment of curriculum with institutional vision-mission-goals and program goals/objectives
- () b. Well-defined theoretical or conceptual framework of the teaching-learning process
- () c. Clearly defined learning outcomes
- () d. Breadth and depth of the curriculum
- () e. Choices for electives
- () f. Quality of field experience and thesis/project/portfolios
- () g. System for evaluating the curriculum

COMMENTS

B. TEACHING-LEARNING PROCESS

ANALYSIS

- () 1. The syllabi reflect the expected learning outcomes and the means to achieve them.
2. There is evidence that learning outcomes are achieved by encouraging: (check)
- () a. analytical, critical, scientific, and creative thinking
 - () b. awareness of the institution's core values
 - () c. social awareness and civic responsibility
 - () d. appreciation of the humanities
3. The instructional processes used: (check)
- () a. are reflective of the institution's teaching-learning framework
 - () b. facilitate student learning of the subject matter
 - () c. are suited to college-level instruction
 - () d. enhance/strengthen students' scientific and research/creative and applied capabilities
 - () e. encourage independent study and collaborative work
 - () f. are related to actual life experiences and practices
4. Teachers make use of varied teaching-learning strategies such as: (check)
- () a. lectures
 - () b. class discussions
 - () c. student participation
 - () d. projects and written reports
 - () e. project presentations
 - () f. peer critique of projects
 - () g. field trips/exposure trips
 - () h. assemblies, symposia
 - () i. collaborative work / cooperative learning activities
 - () j. team teaching
 - () k. practicum/internship/apprenticeship
 - () l. thesis/capstone project/portfolios
 - () m. others _____
- () 5. Individual and group design/development projects are required in the courses.
- () 6. The medium of instruction prescribed by the school is followed in classes.

- () 7. Topics in the course syllabi are followed as scheduled.
- () 8. The syllabi include appropriate and up-to-date bibliography of references, including journals and web sources.
- 9. The teachers utilize instructional resources such as: (check)
 - () a. textbooks and reference books
 - () b. supplementary materials (e.g., journal articles, websites, research studies)
 - () c. audio-visual presentation tools
 - () d. information-communication technology (ICT)
 - () e. others _____
- () 10. There is a person assigned to plan, implement, and coordinate with the work sites of the students' practicum/internship/apprenticeship program.
- () 11. There are faculty members assigned to advise and monitor students doing thesis/capstone projects/portfolios/final projects.
- 12. Evaluation of student performance is done through a variety of appropriate assessment tools such as: (check)
 - () a. written/oral examinations
 - () b. research papers/projects
 - () c. analysis papers
 - () d. design/development/creative projects
 - () e. documentations (concept, design, reproduction)
 - () f. reflection papers
 - () g. portfolios
 - () h. peer critiques
 - () i. culminating activities
 - () j. others _____
- () 13. Written examinations follow the principles of test construction.
- () 14. Student assessment supports the program design in terms of its objectives, underlying philosophy and learning outcomes.
- () 15. Instructors personally rate examinations and other requirements submitted by students.

- () 16. Students are informed at the beginning of the course regarding the basis for rating their performance.
 - () 17. The method of arriving at the final mark is well-defined and known to students.
 - () 18. Final marks are a fair and objective appraisal of the students' performance throughout the entire course.
 - () 19. Final marks on the grading sheets can be changed only by the instructor concerned, following standard procedures.
 - () 20. Students are informed of their class standing regularly.
21. Programs are in place to assist students with academic difficulties by: (check)
- () a. reducing the academic load and/or extending the time limit for the fulfillment of degree requirements
 - () b. recommending a change of course
 - () c. provision for academic counseling
 - () d. asking students to attend remedial classes
 - () e. providing tutorials
 - () f. others _____

EVALUATION

On the basis of the above analysis of **B. Teaching-Learning Process**, rate the following:

- () a. Quality of instructional processes
- () b. Effectiveness of teaching methods
- () c. Use of instructional resources and ICT
- () d. Evaluation of student performance
- () e. Quality of exams, projects, and thesis/portfolios
- () f. System of student assessment
- () g. Support for students with academic difficulties

COMMENTS

C. TEACHING-LEARNING ENVIRONMENT

ANALYSIS

- () 1. Schedule of classes are conducive to the students' learning.
- () 2. The teaching-learning environment is conducive to effective instruction.
- 3. The class atmosphere reflects: (check)
 - () a. student engagement and participation
 - () b. creative and collaborative work
 - () c. team dynamics
 - () d. rapport between teacher and students and among students
 - () e. self-discipline of teacher and students
 - () f. mutual respect
 - () g. cooperation between teacher and students and among students
- () 4. Adequate measures are taken to ensure punctual attendance of faculty and students in all scheduled instructional activities.
- () 5. Rules concerning class attendance are strictly enforced. A record is kept of the daily attendance of students.
- () 6. There is a provision for teachers to make up for missed classes.
- () 7. There is a system of substitution or special arrangements in cases of teacher absences.
- () 8. The teacher implements institutional policies and practices to ensure effective instruction.

CLASS SIZE

Class Size	No. of Sections	Percent
20 students and below		
21 - 25		
25 - 30		
31 - 35		
36 - 40		
41 - 45		
46 - 50		
51 and above		

LABORATORY SIZE

Laboratory Size	No. of Sections	Percent
10 students and below		
11 - 15		
16 - 20		
21 - 25		
26 - 30		
31 and above		

Note: There should be a laboratory assistant for laboratory classes with more than 25 students.

- () 9. There are enough laboratory custodians and assistants.
- () 10. Classroom layout encourages collaboration and group discussion.
- () 11. Class sizes (in classrooms and laboratories) are conducive to effective teaching and learning.
- () 12. The room sizes and acoustics are appropriate to the number of students.
- () 13. Classrooms are well-lighted and properly ventilated.

- () 14. Venues for instruction are well-equipped, appropriate to the subject, and properly maintained.

EVALUATION

On the basis of the above analysis of **C. Teaching-Learning Environment**, rate the following:

- () a. Class atmosphere
- () b. Class attendance of students and faculty
- () c. Classroom layout
- () d. Appropriateness of instructional venues to class size

COMMENTS

D. ASSESSMENT OF LEARNING OUTCOMES

ANALYSIS

- () 1. The learning outcomes of each program define the knowledge, skills, competencies, and values that students acquire from their educational experience.
2. The admission and retention policies facilitate the students': (check)
- () a. completion of the academic program
- () b. attainment of learning outcomes
3. Recognition and encouragement are given to exceptional students by: (check)
- () a. inclusion in the Dean's list
- () b. assigning to honor sections
- () c. awarding of honors at stated intervals
- () d. exemption/freedom from certain requirements
- () e. others _____
- () 4. Policies are in place to screen out students whose performance does not meet program standards.

() 5. Failure and attrition rates of students are monitored.

6. Indicate the performance of the graduates in government/national licensure/certification/board exams for the past five years.

Government/National Licensure/Certification/Board Exam Results
(supported by official documents/records)

Date of Examination	School's Passing Percentage	National Passing Percentage

7. The institution regularly monitors attainment of learning outcomes through: (check)

- () a. employability of graduates in various sectors
- () b. employer satisfaction
- () c. tracer studies
- () d. proprietorship
- () e. other s _____

EVALUATION

On the basis of the above analysis of **D. Assessment of Learning Outcomes**, rate the following:

- () a. Articulation of program learning outcomes
- () b. Admission and retention policies
- () c. Recognition of outstanding students
- () d. Systems and procedures for determining attainment of learning outcomes

COMMENTS

E. SUPERVISION OF INSTRUCTIONAL PROGRAM

ANALYSIS

1. Effective supervision of instruction is ensured by the implementation of a well-defined instructional supervision program: (check)
 - () a. supervisory class visitations
 - () b. pre-and post-assessment/observation conferences
 - () c. periodic evaluation of instruction
 - () d. monitoring the quality of assessment tools
 - () e. conduct of departmental meetings

2. Effective instruction is promoted by encouraging faculty to: (check)
 - () a. update themselves in the latest trends in disciplinal content and pedagogy
 - () b. actively involve themselves in educational/professional associations
 - () c. undertake creative and scholarly work in support of instruction
 - () d. get involved in social issues

- () 3. The academic administrator exercises supervision over the selection of textbooks and other instructional materials.

- () 4. Instructors submit a syllabus for each subject to the academic administrator for approval. This is updated periodically.

5. Effective instruction is ensured and sustained through: (check)
 - () a. faculty evaluation by administrative heads/peers
 - () b. faculty self-evaluation
 - () c. faculty evaluation by students
 - () d. other feedback mechanisms

- () 6. There is a budget for instructional materials and equipment.

- () 7. The organizational structure of the institution facilitates effective instruction.

EVALUATION

On the basis of the above analysis for **E. Supervision of Instructional Program**, rate the following:

- () a. Implementation of the instructional supervision program
- () b. Faculty evaluation mechanisms
- () c. Budget in support of instruction

COMMENTS

F. CO-CURRICULAR PROGRAMS

ANALYSIS

- () 1. Co-curricular activities contribute to the effectiveness of the teaching-learning process and the realization of learning outcomes.
- () 2. Programs are in place to encourage active participation of students in co-curricular activities.
- () 3. Academic requirements are not relaxed in favor of participation in co-curricular activities.
- () 4. Instructional schedules are not unduly interrupted by co-curricular functions.
- () 5. Students play an active role in the design and implementation of the co-curricular program.
- () 6. Recognition is given to excellence in co-curricular activities.
- () 7. Students are actively involved in the periodic evaluation of the co-curricular programs.

EVALUATION

On the basis of the above analysis of **F. Co-curricular Programs**, rate the following:

- () a. Complementation between curricular and co-curricular programs
- () b. Extent of student involvement in co-curricular programs

COMMENTS

G. ACADEMIC CONSULTATION/ADVISING

ANALYSIS

- () 1. The rationale for academic consultation/advising is clearly articulated and disseminated to faculty and students.
- 2. Faculty members are available for academic consultation/advising: (check)
 - () a. at scheduled consultation hours
 - () b. by appointment outside the scheduled consultation hours
- () 3. Faculty members and/or advisers refer students to the Guidance Office when warranted.
- () 4. There is a system of monitoring the effectiveness of the academic consultation/advising program.

EVALUATION

On the basis of the above analysis of **G. Academic Consultation/Advising**, rate the following:

- () a. Availability of academic consultation/advising services

() b. Effectiveness of academic consultation/advising services

COMMENTS

BEST FEATURES

RECOMMENDATIONS

PLEASE APPEND IN THE REPORT THE FOLLOWING SUPPORTING DOCUMENTS:

1. Curriculum
2. Curriculum Breakdown, with Mapping versus Minimum Requirements
3. Curriculum Flowchart
4. List of Electives
5. Summary of Enrollment by Degree Program and Majors (for the last 5 years)
6. Attrition Rate Table (for the last 5 years)
7. Official Results of Government/National Licensure/Certification/Board Examinations, if applicable
8. Admission and Retention Policies
9. Policies on Academic Consultation/Advising
10. List of Practicum/Internship/Apprenticeship Companies per School Year (for the last 3 years)
11. List of Co-curricular Organizations

SUPPLEMENTARY MATERIALS WHICH SHOULD BE MADE AVAILABLE IN THE PAASCU WORKROOM DURING THE TEAM VISIT:

1. Curriculum Development and Review Process
2. Course Syllabi (GE and Professional/Major Courses)
3. Consultation Hours Schedule of Faculty Members
4. List of Theses/Capstone Projects/Portfolios/Final Projects per School Year (for the last 3 years)
5. Sample Theses/Capstone Projects/Portfolios/Final Projects
6. Thesis/Capstone Project/Portfolio/Final Project Guidelines
7. Practicum/Internship/Apprenticeship Guidelines
8. Practicum/Internship/Apprenticeship Reports of Students
9. Compilation of Exams
10. Special Programs for Underachievers
11. Statistics on Honor Students (for the last 5 years)
12. Statistics on Underachievers (for the last 5 years)
13. List of Guidance Services
14. Documentation of Co-curricular and Extra-curricular Activities
15. Table of Statistics of Book Collection per Subject Area in the Discipline (indicate # of titles and # of volumes)
16. List of Books per Subject Area in the Discipline (sorted from most recent date of publication)
17. List of Print and Non-print Journal Collection in the Discipline
18. Statistics on Utilization of Library by Students (for the last 5 years)
19. Student Handbook

STATISTICAL SUMMARY
SECTION III - CURRICULUM AND INSTRUCTION

DIV	TITLE OF DIVISION	EVALUATION							AVERAGE	WEIGHT VALUE	PRODUCT
		a	b	c	d	e	f	g			
A	Curriculum	a	b	c	d	e	f	g		2	
B	Teaching-Learning Process	a	b	c	d	e	f	g		2	
C	Teaching-Learning Environment	a	b	c	d					1	
D	Assessment of Learning Outcomes	a	b	c	d					2	
E	Supervision of Instructional Program	a	b	c						2	
F	Co-curricular Programs	a	b							1	
G	Academic Consultation/Advising	a	b							1	
TOTAL										11	
AREA AVERAGE											

Area Average = Sum of Products / Sum of Weight Values

EVALUATION FORM

DIPLOMACY AND INTERNATIONAL RELATIONS

**SECTION V
LABORATORIES**

CONTENTS

- A. Facilities and Equipment
- B. Maintenance, Improvement, and Safety
- C. Laboratory Personnel
- D. Policies and Operating Procedures

NAME OF INSTITUTION: _____

LOCATION: _____

PROGRAM(S) UNDER SURVEY:

ANALYSIS MADE BY:

EVALUATION MADE BY:

DATE COMPLETED:

EVALUATIVE CRITERIA

SECTION V LABORATORIES

Laboratories are an essential part of the curricular programs of an institution. They include not just the space but also the equipment, supplies, and features desired of good laboratories to help attain course objectives.

A. Facilities and Equipment

Computer laboratories, and simulation laboratories should be spacious, well-ventilated, well-lighted, safe, and have provisions for appropriate demonstrations and exhibits.

There should be adequate equipment, computer hardware and devices, licensed software, instruments, tools, and supplies for the various courses to allow students to learn and work adequately and achieve the specific objectives of the college and of the courses offered.

B. Maintenance, Improvement, and Safety

The college should not only continually maintain its laboratory facilities and equipment in good condition. It should also manifest its alertness to educational progress in the field by the improvement and expansion of its facilities and by the acquisition of up-to-date equipment, computer hardware and devices, licensed software, instruments, tools, materials, and supplies.

Since laboratories are potential sources of accidents, fires, and damage or loss, there should be appropriate safety and security provisions for the users, equipment, and facilities. These include provision of fire extinguishers, first-aid kits, anti-virus software, access restrictions, proper wiring, among others.

C. Laboratory Personnel

The laboratory assistants, technicians, and custodians are indispensable members of the staff. They relieve the classroom professor from routine maintenance and record-keeping duties. There should be adequate laboratory personnel. There should be a specific development plan that outlines the training needs and competencies for them to adequately support the facilities and its users.

D. Policies and Operating Procedures

The collected laboratory fees are properly used for improvement of the facilities, acquisition of equipment and resources, and replenishment of materials and supplies. The college/department heads and faculty members have participation in budget preparation and planning.

There should be policies, guidelines, and procedures for the proper operation, utilization, and maintenance of the laboratories, other facilities, and related resources. These should be flexible enough for students to work during class hours and outside class hours. Periodic and systematic inventory of resources is done.

ANALYSIS

Within the parentheses () preceding the items given under Analysis, place one of the following letters:

- E** provision or condition exists extensively
- S** provision or condition exists moderately
- L** provision or condition is very limited
- M** provision or condition is missing but needed
- O** provision or condition does not apply

EVALUATION

Evaluations represent the best judgment of the effectiveness of the implementation of the provisions after all the evidence has been considered. The evaluators should use the rating scale given below:

- 5 - Excellent** provisions or conditions are effectively implemented and are functioning excellently
- 4 - Very Good** provisions or conditions are implemented and are functioning well
- 3 - Good** provisions or conditions are moderately implemented and are functioning satisfactorily

- 2 - Fair** provisions or conditions are implemented to a limited extent and are functioning minimally
- 1 - Poor** provisions or conditions are not implemented and are not functioning

COMMENTS

In the space allotted for comments, the Survey Team should include any remark concerning matters not sufficiently treated in the preceding Analysis and Evaluations and which should be taken into consideration in the overall evaluation of the area. The Survey Team should use this space for an explanation of the use of L, M, and O in the Analysis and 2 and 1 in the Evaluation.

BEST FEATURES

In the space provided, list briefly the strengths of the institution in the particular area.

RECOMMENDATIONS

In the space provided, indicate proposed changes or plans to further improve the area.

A. FACILITIES AND EQUIPMENT

ANALYSIS

The laboratories and other facilities are intended for the use of the following clientele:

Students enrolled in degree programs in Diplomacy and International Relations _____

Non-Majors _____

Outsiders _____

- () 1. There are adequate computer laboratories.
- () 2. There are adequate simulation laboratories.
- () 3. The simulation laboratories should conform to the requirements of a General Assembly hall similar to the UN General Assembly Hall and large conferences.
- () 4. The simulation laboratories should have adequate sound system, amplifier, microphones, earphones, among others.
- () 5. Laboratories have enough computer workstations for independent work.
- () 6. Open source software and licensed proprietary software are available in the laboratories.
- () 7. Other needed equipment and devices (e.g., printers, scanners, plotters), instruments, and tools are available for student use in the laboratories.
- () 8. User's manuals and activity manuals are provided to enable students to accomplish independent work.
- () 9. There are enough materials and supplies provided for student activities in the laboratories.
- () 10. Audio-visual equipment is available for instruction in the laboratories.
- () 11. Facilities are spacious enough for effective instruction and for students to do their work.

- () 12. Facilities have appropriate and adequate furniture (e.g., tables, chairs) with enough workspace for students to do their work.
 - () 13. There is adequate space for storage of students' outputs.
 - () 14. Facilities are properly illuminated, well-ventilated, and free from noise.
15. Furniture arrangement allows:
- () a. traffic to flow smoothly as students move
 - () b. students to work freely without interfering with one another
 - () c. the instructor to observe all students and move easily and quickly to any student station

EVALUATION

On the basis of the above analysis of **A. Facilities and Equipment**, rate the following:

- () a. Adequacy of the laboratories and other facilities in meeting the instructional and research needs of the students
- () b. Adequacy of equipment and supplies
- () c. Layout and conditions of the facilities

COMMENTS

B. MAINTENANCE, IMPROVEMENT, AND SAFETY

ANALYSIS

- () 1. Cleanliness, orderliness, and general appearance and condition of the laboratories and other facilities are properly maintained.
- () 2. There is an effective system for the proper maintenance of the facilities and the equipment, devices, instruments, and tools.
- () 3. The equipment, devices, instruments, and tools are operational and made available on a continuous basis.
- () 4. There is an efficient system of requisition of equipment, devices, instruments, tools, materials, and supplies.
- () 5. There is evidence of periodic acquisition or upgrading of equipment, devices, instruments, and tools.
- () 6. Equipment, devices, instruments, tools, materials, and supplies are systematically stored in appropriate shelves, cabinets, etc.
- () 7. There are provisions for the security of the facilities, equipment, and other resources.
- () 8. Access restrictions to facilities and resources are defined and implemented.
- () 9. Computers are equipped with software for virus protection.
- () 10. There is a regular safety and security orientation program given to all users of the facilities and resources.
- () 11. There are proper labels and signs for safety purposes in the laboratories and other facilities.
- () 12. Laboratories and other facilities are free from fire hazards.
- () 13. Appropriate fire extinguishers are strategically located and are periodically replenished.

- () 14. There are sufficient entrance and fire exit doors in the laboratories and other facilities.
- () 15. There is a central circuit breaker.
- () 16. The equipment and wiring installation are properly laid out to ensure safety and comfort of users. Wirings are properly concealed.
- () 17. Floors are non-skid or at least not slippery.
- () 18. There is an efficient, proper, and environment-friendly disposal of toxic and non-toxic materials.
- () 19. There are first-aid kits inside the laboratories and other facilities.
- () 20. Instructors and laboratory personnel have knowledge in the use of first-aid kit contents.

EVALUATION

On the basis of the above analysis of **B. Maintenance, Improvement, and Safety**, rate the following:

- () a. General condition and maintenance of laboratory facilities, equipment, and other resources
- () b. System of requisition
- () c. Safety and security provisions for the facilities, equipment, and other resources

COMMENTS

C. LABORATORY PERSONNEL

ANALYSIS

- () 1. There are adequate laboratory assistants, technicians, and custodians for the laboratories.
- () 2. The skills, knowledge, and attitudes expected of laboratory personnel are clearly defined.
- () 3. The duties and responsibilities of laboratory personnel are clearly stated.
- () 4. There is a work area or room for laboratory personnel that is strategically located to be able to provide timely support and service when needed.
- () 5. The laboratory personnel are able to answer the needs of the students and faculty related to laboratories and other facilities.
- () 6. There is evidence of laboratory personnel training and development.

EVALUATION

On the basis of the above analysis of **C. Laboratory Personnel**, rate the following:

- () a. Availability of sufficient number of laboratory assistants, technicians, and custodians
- () b. Evidence of laboratory personnel training and development

COMMENTS

D. POLICIES AND OPERATING PROCEDURES

ANALYSIS

- () 1. The laboratory fees charged are adequate for needed acquisitions and maintenance.
- () 2. The collected laboratory fees serve as the budget for laboratories.
- () 3. Laboratory fees are used only for the purpose for which they are collected.
- () 4. Deans, Department Heads, and faculty members participate in budget preparation. They are informed of the available laboratory budget and participate in the planning for the utilization of the budget.
- () 5. Policies, guidelines, and procedures on the use and operation of laboratories are in place and are disseminated.
- () 6. The use of laboratories and other facilities including the equipment, devices, instruments, tools are properly scheduled for efficient use of resources.
- () 7. The operations and use of laboratories and other facilities including the equipment, devices, instruments, tools are flexible enough to allow students to complete their work during class hours and outside class hours.
- () 8. There is a periodic and systematic inventory done for the laboratory resources and inventory reports are generated for monitoring.

EVALUATION

On the basis of the above analysis of **D. Policies and Operating Procedures**, rate the following:

- () a. Utilization of laboratory fees
- () b. Adequacy of policies and procedures for effective utilization and management of facilities and resources

() c. Flexibility of operations of laboratories and other facilities

COMMENTS

BEST FEATURES

RECOMMENDATIONS

PLEASE APPEND IN THE REPORT THE FOLLOWING SUPPORTING DOCUMENTS:

1. Laboratory Development Plan
2. Laboratory Fees Collection (for the last 5 years)
3. Laboratory Budget (for the last 5 years)
4. Acquisition Policies, Guidelines, and Procedures
5. List of Facilities, Equipment, and Other Resources
6. Laboratory Layout
7. Laboratory Schedules
8. Laboratory Utilization by Students (for the last 3 years)
9. Laboratory Personnel Development Plan
10. Qualifications Profile of Laboratory Personnel
11. List of Trainings/Seminars Attended by Laboratory Personnel
12. Laboratory Policies and Guidelines

SUPPLEMENTARY MATERIALS WHICH SHOULD BE MADE AVAILABLE IN THE PAASCU WORKROOM DURING THE TEAM VISIT:

1. Laboratory Budget Performance (for the last 5 years)
2. List of Hardware, Equipment, Software, and Other Resources Acquired in the last 3 years
3. Actual Software Licenses
4. Actual Invoices/Receipts of Acquisition
5. Inventory List of Hardware, Equipment, Software, Other Resources, and Furniture
6. Duties and Responsibilities of Laboratory Personnel
7. Qualifications Profile of Laboratory Personnel including Training Certificates
8. Evaluation of Laboratory Facilities and Services by Students and Other Users
9. Preventive Maintenance and Upgrading Guidelines and Procedures
10. Safety and Security Policies, Guidelines, and Procedures
11. Laboratory User's Manuals and Activity Manuals

STATISTICAL SUMMARY
SECTION V - LABORATORIES

DIV	TITLE OF DIVISION	EVALUATION			AVERAGE	WEIGHT VALUE	PRODUCT
		a	b	c			
A	Facilities and Equipment	a	b	c		2	
B	Maintenance, Improvement, and Safety	a	b	c		2	
C	Laboratory Personnel	a	b			2	
D	Policies and Operating Procedures	a	b	c		1	
TOTAL						7	
AREA AVERAGE							

Area Average = Sum of Products / Sum of Weight Values

QUESTIONNAIRE FOR INDIVIDUAL FACULTY MEMBERS

(This information for each staff member should be gathered and submitted to the evaluating team before it proceeds to fill out the survey form for Faculty)

NAME _____ DEPARTMENT _____

RANK _____ SCHOOL _____

A. ACADEMIC AND PROFESSIONAL PREPARATION

Degrees	Educational Institution	Field of Specialization	Date

Special Training

B. EDUCATIONAL AND PROFESSIONAL TRAINING

1. Teaching Experience

Designation	Institution	Dates	No. of Years

2. Professional Experience (other than teaching)

Designation	Institution	Dates	No. of Years

C. WEEKLY SCHEDULE

Indicate in the table below, classes and activities regularly assigned or carried out in each period.

Time	Room	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

COMMENTS

D. PROFESSIONAL ACTIVITIES

1. Membership in Professional Organizations

_____	_____
_____	_____
_____	_____

2. Professional Reading

List below the professional BOOKS which you have read within the last six months, and the professional PERIODICALS you regularly read.

_____	_____
_____	_____
_____	_____

3. In-Service Courses

Indicate courses taken during the past THREE YEARS or NOW being taken. DO NOT include courses taken BEFORE beginning to teach.

_____	_____
_____	_____

4. Indicate research activities and/or publications completed in the past five years.

_____	_____
_____	_____

SUPPLEMENT TO SURVEY FORM A

DIPLOMACY AND INTERNATIONAL RELATIONS

GENERAL STATISTICAL SUMMARY

SECTION	TITLE OF SECTION	AVERAGE	WEIGHT VALUE	PRODUCT
II	Faculty		6	
III	Curriculum and Instruction		6	
V	Laboratories		5	
TOTAL			17	
GENERAL AVERAGE				

General Average = Sum of Products / Sum of Weight Values

FACULTY PROFILE TEMPLATE

LIST OF FACULTY MEMBERS AND SUBJECTS / UNITS TAUGHT

NAME	STATUS	DEGREES ATTAINED/ NAME OF INSTITUTION (Baccalaureate/ Master's/Doctoral)	YEAR OF GRADUATION/ SO Number / LICENSE NUMBER, Where Applicable	GENERAL EDUCATION SUBJECTS	UNIT(S)	*(Program)		*(Program)		*(Program)		OTHER ASSIGNMENTS (e.g., Administrative Position/ Designation)	UNIT Equivalent	TOTAL
						Professional Subjects	UNIT(S)	Professional Subject	UNIT(S)	Professional Subject	UNIT(S)			

1. Start with the faculty who have Graduate degrees followed by those without Graduate degrees.
2. *From columns 7-9, indicate programs that are being visited by the PAASCU Team; add columns, if necessary.