



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

**SUPPLEMENT TO SURVEY FORM A
ENGINEERING**

2000 Revised Edition

**2000
PAASCU**

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Philippine Accrediting Association of Schools, Colleges and Universities

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SECTION I

GOALS AND OBJECTIVES

CONTENTS

- A. Statement Of Goals And Objectives Of The Institution
- B. Specific Objectives For Engineering
- C. Acceptance By The Faculty
- D. Agreement Between Goals And Objectives And Their Implementation

NAME OF COLLEGE _____

LOCATION _____

PROGRAM(S) UNDER SURVEY

- | | |
|---|---|
| <input type="checkbox"/> Chemical Engineering | <input type="checkbox"/> Electronics and Communications Engineering |
| <input type="checkbox"/> Civil Engineering | <input type="checkbox"/> Industrial Engineering |
| <input type="checkbox"/> Computer Engineering | <input type="checkbox"/> Mechanical Engineering |
| <input type="checkbox"/> Electrical Engineering | |

ANALYSIS MADE BY

EVALUATION MADE BY

DATE COMPLETED

EVALUATIVE CRITERIA

SECTION I

GOALS AND OBJECTIVES

The area of goals and objectives is the most fundamental of all the eight areas to be surveyed. The accrediting association judges an institution not by comparison with other sound institutions, which may legitimately vary in many respects, but primarily by the degree to which each institution's avowed goals are matched by actual practice in the eight broad areas included in any school's framework: Community Involvement, Faculty, Instruction, Library, Laboratories, Physical Plant, Student Services and Administration. Thus, while one accredited school may be better than another, both schools are granted accreditation because their actual educational practices are in basic agreement with their professed goals and objectives. Goals and Objectives express what the institution claims to be. These are specified by goals it has set up to attain which also are 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 Goals and Objectives of the Institution

An institution's goals and objectives will determine the school's policies regarding the acceptance of students and the instructional program/s it will offer. These goals and objectives 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. They should be formulated not only for the institution as a whole, but also for the particular college/colleges for which accreditation is sought. These goals and objectives 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 insure the completion by its students of an adequate program of general education on the collegiate level, the guidance of each student towards 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 Objectives Distinctive of Each College and Program

Within the framework imposed by the general goals mentioned above, 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 Faculty*

There should be unmistakable evidence that the current faculty, by and large, subscribe to the goals and objectives of the institution and that the institution orients new faculty members to the essential goals of the institution soon after their appointment.

D. *Agreement Between Objectives and Activities*

The agreement between the stated goals and the practices of the institution should be apparent. 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 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 goals and objectives 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 goals and objectives 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 goals and objectives?" serves as an indicator of fidelity to the goals 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 curriculum, Commerce, 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 GOALS AND OBJECTIVES OF THE INSTITUTION

ANALYSIS

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

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

- () 14. The institutional plan has been approved by the Board of Directors.

B1. SPECIFIC OBJECTIVES FOR THE COLLEGE UNDER SURVEY

ANALYSIS

1. For the particular College for which accreditation is now sought, the following specific objectives are professed:
 - 1.
 - 2.
 - 3.
- () 2. The College includes among its objectives a well-integrated program for the total development of its students.
- () 3. The College aims to produce graduates with the necessary theoretical knowledge of Mathematics and Natural Science as well as the background knowledge needed by them to acquire the experience and practical skills required of professional engineers.
- () 4. The College strives to educate students for careers as engineers who will contribute to the development effort of the country through the provision of both theoretical and practical training in classroom and laboratory instruction coupled with such field experience as can be made available through concerted efforts by the Engineering school.
- () 5. The College provides substantial training for students to fully understand their professional and ethical responsibilities by making them aware of ethical problems and, as professionals, they are responsible in helping develop solutions to the ethical problems they encounter.

B2. SPECIFIC OBJECTIVES FOR THE PROGRAM(S) UNDER SURVEY

ANALYSIS

For the particular Program(s) for which accreditation is now sought, the following specific objectives are professed:

1. For the Chemical Engineering Program
2. For the Civil Engineering Program
3. For the Computer Engineering Program

4. For the Electrical Engineering Program
5. For the Electronics and Communications Engineering Program
6. For the Industrial Engineering Program
7. For the Mechanical Engineering Program

C. ACCEPTANCE BY THE FACULTY

ANALYSIS

- () 1. Incoming members of the faculty are informed of the goals and objectives through a proper orientation program.
- () 2. The majority of current faculty members subscribe to the goals and objectives.
- () 3. Faculty members participate in any revision of the goals and objectives.

D. AGREEMENT BETWEEN GOALS AND OBJECTIVES AND THEIR IMPLEMENTATION*

ANALYSIS

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

- () a. goals and objectives of the institution.
- () b. specific objectives for the college under survey.
- () c. specific objectives for the program(s) under survey.

<p><i>* This division cannot be accomplished until AFTER THE SURVEY OF THE OTHER EIGHT AREAS HAS BEEN COMPLETED.</i></p>

SECTION II

FACULTY

CONTENTS

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

NAME OF COLLEGE _____

LOCATION _____

PROGRAM(S) UNDER SURVEY

- | | |
|---|--|
| <input type="checkbox"/> Chemical Engineering | <input type="checkbox"/> Electronics and
Communications Engineering |
| <input type="checkbox"/> Civil Engineering | <input type="checkbox"/> Industrial Engineering |
| <input type="checkbox"/> Computer Engineering | <input type="checkbox"/> Mechanical Engineering |
| <input type="checkbox"/> Electrical Engineering | |

ANALYSIS MADE BY

EVALUATION MADE BY

DATE COMPLETED

EVALUATIVE CRITERIA

A. Academic Qualifications

The educational background of faculty members should be adequate for teaching on the college level; it should include 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 youth.**

C. Selection of Faculty Members

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, 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.

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 goals 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.

**The desired qualification for a college teacher is the possession of the master's 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.*

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 Assignment

The percentage of full-time faculty members 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.**

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

F. Research

The faculty should engage in research and publication. 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 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.

**A full-time faculty member 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.*

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. There should be provisions for industrial experience of faculty members through attachment to industry or other development programs.

J. Faculty Relationships

Provisions should be made for faculty participation in the formulation of goals 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.

EXPLANATION

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 the Appendix.

1. Name in full.
2. Academic degrees - with names of institutions which granted the degrees, and the major areas of concentration, date of academic degrees.
3. Rank (e.g. instructor, professor, etc.)
4. Academic status (e.g. part-time or full-time, temporary, permanent)
5. Number of semestral units of graduate studies in courses other than those which led to the degrees mentioned above in No. 2 - with name of institutions in which these units were earned and dates when earned.
6. Years of teaching experience on college level in this institution; in other institutions (place, institution and year).
7. Any other experience or achievement related to the present teaching position, e.g. practice in related professions; seminars or workshops participated in.
8. Memberships in learned civic and other professional organizations, dates and positions occupied.
9. Publications: titles and publication dates of books/or titles. Indicate any other research work in which you have engaged in, including theses.
10. Subject or subjects now being taught in this College.
11. Class schedule and instructional load in this College (e.g. total no. of hours per week).
12. Other assignments in this institution.
13. 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).
15. Any other emoluments or benefits received from this College.
16. Involvement in civic and community affairs.
17. Any other information.

NOTE:

This information should be submitted to the Accreditation Committee together with the Survey Form.

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

EVALUATION

Evaluations represent the best judgment of those making the evaluations after all the evidence has been considered. The evaluators should use the rating scale given below:

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

- a. the provisions or conditions are extensive and are functioning well, or
- b. the provisions or conditions are moderately extensive but are functioning excellently.

3 - Good:

the provisions or conditions are moderately extensive and functioning well.

2 - Fair:

- a. the provisions or conditions are moderately extensive but are functioning poorly, or
- b. the provisions or conditions are limited in extent but are functioning well.

1 - Poor:

the provisions or conditions are limited in extent and are functioning poorly.

M - Missing:

the provisions or conditions are missing but needed.

O - Does not apply:

the provisions or conditions are missing but do not apply or are not desirable.

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. Where there is a need, the Survey Team should use this space for an explanation of the use of the symbols M and O in the Analyses and the Evaluations just made.

In this space should also be made any other remarks concerning the faculty and its conditions of service which might be of assistance in making the overall 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

Note: In reporting degrees, use the individual's highest or most appropriate degree. (Only one degree per faculty should be counted)

1. 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 one who has a normal teaching load 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 and part-time status or indicate where this may be found.

2. FOR FACULTY MEMBERS TEACHING EXCLUSIVELY IN THE _____
 _____ 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%

No. Of Faculty Enrolled	Full-time Faculty		Part-time Faculty	
	No.	%	No.	%
towards Doctorate				
towards Master's				
Total		100%		100%

EVALUATION

() On the basis of the above analysis for **A. Academic Qualifications**, rate the 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				
5 - 9				
1 - 4				
Less than 1				
Total				

2. Professional Experience (for professional areas)

Years	Practice Of Profession (Outside Of Teaching)	
	Full-time Faculty	Part-time Faculty
15 and above		
10 - 14		
5 - 9		
1 - 4		
Less than 1		
Total		

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

Full-time Faculty	SY ____ - __	SY ____ - __	SY ____ - __
Reasons for Turnover:			
Retirement			
Retrenchment			
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			
Percent of Turnover			

EVALUATION

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

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

COMMENTS

C. SELECTION POLICIES

ANALYSIS

1. Describe the institution's policies on faculty selection. (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. Professional experience
 - () d. Competence in the field of specialization
 - () e. Competence in communication
 - () f. Teaching ability
 - () g. Research output
 - () h. Social awareness and concern
 - () i. Personality/character
 - () j. Health
3. The selection process is participated in by: *(check)*
 - () a. the president
 - () b. the dean
 - () c. department heads
 - () d. faculty members
 - () e. personnel/HRD officer
 - () f. others (specify)_____
4. The process of selection includes: *(check)*
 - () a. demonstration lessons
 - () b. interview
 - () c. confidential inquiries regarding qualifications of applicant

- () d. others (specify) _____
- () 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 for **C. Selection Policies**, rate the policies and procedures for faculty selection.

COMMENTS

D. RANKING, PROMOTION AND TENURE

ANALYSIS

1. Describe the ranking system used by the college. *(Attach a copy or indicate where this can be found.)*
2. Describe the promotion system and the frequency of the promotion process. *(Attach a copy or indicate where this can be found.)*
3. The criteria for ranking and promotion include the following:
 - () a. Teaching ability
 - () b. Research and publications
 - () c. Special services to the college and/or department
 - () d. Further educational attainment
 - () e. Community involvement
 - () f. Commitment to College's goals and objectives
 - () g. _____
- () 4. There is a Ranking and Promotion Committee.
- () 5. The length of the probationary period is in accordance with existing laws.

6. Describe the procedures for termination of employment.
7. Describe the procedure followed in the suspension/dismissal of a faculty member, including due process.

EVALUATION

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

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

EXHIBITS/SUPPLEMENTARY DATA

Append the rank of faculty for the last three (3) years.

COMMENTS

E. TEACHING ASSIGNMENT

ANALYSIS

1. Describe the process of determining teaching assignments. (*Or indicate where this information can be found.*)
2. Give the regular/normal teaching load for full-timers:
_____ contact hours/week
3. Give the number and % of: (*accomplish by program*)

FOR THE CURRENT SEMESTER

	Number Of Faculty	Total Number Of Units Taught By All Faculty	Average Units Taught Per Faculty	Percent
Full-time				
Part-time				
Total				100 %

With	Number Of Faculty	Total Number Of Units	Average Units Taught	Percent
Doctorate				
Master's				
Bachelor's				
Total				100 %

- () 4. The members of the faculty are given teaching assignments only in the field of their major or minor lines of specialization.
- () 5. Faculty members teaching engineering ethics have the appropriate academic degrees and required professional license in engineering. They have adequate preparation and training to teach engineering ethics.
- () 6. Faculty members are not given more than three (3) successive contact hours.
7. Encouragement and provision are made for extra class responsibilities:
- () a. committee work
- () b. student consultation
- () c. research
- () d. others (specify) _____

EVALUATION

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

- () a. System for assigning teaching loads
- () b. Scheduling
- () c. Provision for extra class responsibilities

EXHIBITS/SUPPLEMENTARY DATA

Provide the faculty to student ratio.

COMMENTS

F. RESEARCH

ANALYSIS

- () 1. There is adequate support for research and publication.
- () 2. Faculty members conduct research and publish outputs of their research.
- () 3. The faculty publishes a research journal.

EVALUATION

On the basis of the above analysis for **F. Research**, rate:

- () Research outputs

EXHIBITS/SUPPLEMENTARY DATA

Provide the percentage of faculty doing research.

COMMENTS

G. COMMUNITY SERVICE

ANALYSIS

1. There is a budget for community services.
2. Community involvement of faculty members is seen in:
 - () a. relating/integrating community needs in subject matter
 - () b. research
 - () c. participation in community projects
 - () d. sharing expertise with the community
 - () e. others (specify) _____

EVALUATION

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

- () Community involvement

EXHIBITS/SUPPLEMENTARY DATA

Provide the percentage of faculty doing community services.

COMMENTS

H. PERFORMANCE EVALUATION

ANALYSIS

- Teaching competence can be seen in:
- () a. implementation of course objectives as given in syllabi
 - () b. mastery of subject matter
 - () c. utilization of innovative teaching methods
 - () d. preparation for classes
 - () e. relevance of subject matter to current issues

- () f. use of library resources
- () g. student evaluation
- () h. professional involvement and updating
- () i. attitudes and values
- () j. compliance with administrative requirements

EVALUATION

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

- () a. Teaching competence
- () b. Attitudes and Values
- () c. Compliance with administrative requirements

COMMENTS

I. FACULTY DEVELOPMENT

ANALYSIS

1. Describe the Faculty Development Program over the last three-years.
2. The orientation program for new teachers includes
 - () a. an explanation and discussion of the school's mission statement and philosophy
 - () b. an explanation of the overall policies of the school.
 - () c. emphasis on continuous advancement in field of specialization.
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. study tours
- () e. others
- () 5. The institution participates in faculty development programs outside the school.
- 6. There are grants available to the faculty for:
 - () a. scholarships and fellowships
 - () b. research
 - () c. others
- () 7. The faculty are active members of accredited professional and civic organizations.
- () 8. Faculty and committee meetings are well attended.
- () 9. There is an item in the budget for faculty development.
- () 10. The institution encourages the full-time faculty to gain industrial experience.

EVALUATION

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

- () a. Orientation program for new teachers
- () b. In-service training
- () c. Formal study opportunities
- () d. Membership in accredited professional and civic organizations, seminars and meetings
- () e. Institutional support
- () f. Industrial experience program

EXHIBITS/SUPPLEMENTARY DATA

Provide the budget for Faculty Development.

COMMENTS

J. FACULTY RELATIONSHIPS

ANALYSIS

With Fellow Faculty Members

- () 1. The faculty observe a Code of Ethics.
- () 2. There is a faculty association.
- 3. The faculty association
 - () a. provides for the personal and professional growth of its members
 - () b. promotes faculty welfare
- () 4. There are interdisciplinary/inter-college faculty discussions.

With Administration

- 1. The faculty are involved in
 - () a. the formulation/revision of the institution's goals and objectives
 - () b. policy-making
- () 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 a grievance committee.
- () 6. There are opportunities for faculty-administration dialogues.

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/extracurricular activities.
- () 4. The faculty respond positively to grievances expressed by students.
- () 5. There is an atmosphere of accessibility of faculty to students.

With The 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.

EVALUATION

On the basis of the above analysis for **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

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
P10,000 and Below			
10,001 - 12,000			
12,001 - 14,000			
14,001 - 16,000			
16,001 - 18,000			
18,001 - 20,000			
20,001 - 22,000			
22,001 - 24,000			
24,001 and Above			

Note: Where faculty members are freely contributing their services (e.g. religious), 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, summer pay, salary deductions, extra compensation for other assignments, etc. (Provide data.)

4. Describe provisions for leaves (or attach copy as exhibit).

- a. vacation leave
- b. study leave
- c. sabbatical
- d. service leave
- e. sick leave
- f. others (specify)

5. Describe the provisions for retirement and separation.

Indicate the amount and terms of retirement/separation benefits.

6. The faculty enjoy the following benefits:

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

7. Recognition for meritorious service and outstanding

performance is given by means of:

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

8. Attendance at conferences is supported by:

- () a. allowed absences
- () b. payment of fees
- () c. travel expenses including board and lodging.
- () d. faculty substitution or make-up classes
- () e. others (specify)

EVALUATION

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

- () a. Salaries
- () b. Fringe benefits
- () c. Recognition of outstanding faculty members.

EXHIBITS/SUPPLEMENTARY DATA

Provide the salary scale and other remuneration.

COMMENTS

BEST FEATURES

RECOMMENDATIONS

SECTION III

INSTRUCTION

CONTENTS

- A. Program Of Studies
- B. Instructional Procedures
- C. Classroom Management
- D. Academic Performance Of Students
- E. Supervision For Effective Instruction
- F. Instructional Administration
- G. Co-Curricular Activities
- H. Academic Counseling

NAME OF COLLEGE _____

LOCATION _____

PROGRAM(S) UNDER SURVEY

- | | |
|---|---|
| <input type="checkbox"/> Chemical Engineering | <input type="checkbox"/> Electronics and Communications Engineering |
| <input type="checkbox"/> Civil Engineering | <input type="checkbox"/> Industrial Engineering |
| <input type="checkbox"/> Computer Engineering | <input type="checkbox"/> Mechanical Engineering |
| <input type="checkbox"/> Electrical Engineering | |

ANALYSIS MADE BY

_____	_____
_____	_____
_____	_____

EVALUATION MADE BY

_____	_____
_____	_____
_____	_____

DATE COMPLETED

EVALUATIVE CRITERIA

A. *Program of Studies*

The program of studies required and implemented by the college should meet prescribed standards. It should work towards the specific objectives of the institution and of the courses concerned. The program of studies should provide for a curriculum with clear-cut goals for human and national development and for practical experience directly related to the professional roles for which the students are being prepared. Provision should be made for a planned periodic reassessment of the curriculum in which both faculty and students should be involved.

B. *Instructional Procedures*

The methods used in imparting instruction are employed with a view to developing engineers with the following capabilities: 1) *analysis capability* - the critical thinking that underlines problem definition (modeling, simulation, optimization) and is derived from in-depth understanding of the physical, mathematical and social sciences and the humanities; 2) *Integrative capability* - the recognition of engineering as an integrative process in which analysis and synthesis are supported with sensitivity to societal need and environmental fragility; 3) *Innovation and synthesis capability* - the creation and implementation of useful designs and products; 4) *Contextual understanding capability* - the appreciation of the economic, industrial and international environment in which engineering is practiced, and the ability to provide societal leadership effectively. These instructional procedures are adapted to subject matter, situational needs and individual differences, and are conducted on a collegiate level.

A variety of instructional procedures is normally to be expected, such as lectures, seminars, team teaching, cooperative learning process, practicum, etc.

The college should make judicious use of a number of instructional devices, such as audio-visual aids, the internet, computer simulation, and other multi-media devices.

C. *Classroom Management*

The rules and practices relating to classroom management should be conducive to effective instruction and should be carefully observed. Measures should be taken to ensure the punctual attendance of faculty members in their scheduled classes. Student absences should not exceed the number specified by the institution. Records of these absences should be kept.

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

Proper discipline should be maintained. The classroom atmosphere should be conducive to learning.

D. Academic Performance of Students

Students' response to instruction should be evaluated according to procedures which ensure a just appraisal of student performance. Individual differences (the exceptional, the slow but persevering student) should be considered. Graphs should be drawn up showing percentages of promotions and failures.

E. Supervision for Effective Instruction

Supervision of instruction should include such practical measures 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 faculty should be encouraged to join seminars and educational associations, and to experiment, where feasible, with new approaches in teaching.

F. Instructional Administration

This area covers such matters 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.

G. Co-curricular Activities

Co-curricular activities should be given a proportionate role in the overall academic program. A well-rounded student personality should result from participation in such a program.

H. Academic Counseling

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

* Class sizes will be considered satisfactory if they remain within the following limits:

for ordinary lecture courses

involving recitation - 45 students

for language courses - 40 students

for purely lecture classes—depending on proper physical facilities

PRELIMINARY DATA

1. Please provide a copy of the college catalogue.
2. Give a summary of the enrolment by degree program and majors for the current and the previous two school years.

ANALYSIS

The Analysis indicates the provisions, conditions or characteristics found in good colleges. Not all of them, however, may specifically be necessary, or even applicable in every college.

While a college may lack some of the items listed under Analysis, it may have other compensating features. The Analyses portion of this section are intended to provide the factual bases required for a fair evaluation of the different aspects of the school's instructional program.

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

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

EVALUATION

Evaluations represent the best judgment of those making the evaluations after all the evidence has been considered. The evaluators should use the rating scale given below:

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

- a. the provisions or conditions are extensive and are functioning well, or
- b. the provisions or conditions are moderately extensive but are functioning excellently.

3 - Good:

the provisions or conditions are moderately extensive

and functioning well.

2 - Fair:

- a. the provisions or conditions are moderately extensive but are functioning poorly, or
- b. the provisions or conditions are limited in extent but are functioning well.

1 - Poor:

the provisions or conditions are limited in extent and are functioning poorly.

M - Missing:

the provisions or conditions are missing but needed.

O - Does not apply:

the provisions or conditions are missing but do not apply or are not desirable.

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. Where there is a need, the Survey Team should use this space for an explanation of the use of the symbols M and O in the Analyses and the Evaluations just made.

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. PROGRAM OF STUDIES

ANALYSIS

The program requirements:

- () a. provide an adequate program of education for human and national development.
- () b. implement the specific objectives of the institution.
- () c. implement the specific objectives of the school's academic programs.
- () d. provide for interdepartmental relationships on the curriculum level.
- () e. insure that the subjects correspond to the descriptions as given in the bulletin of the institution.
- () f. require a sequence of subjects that is logical and realistic.
- () g. insure that the required prerequisites are included in the program of studies.
- () h. provide adequately for field experience (practicum directly related to the professional role for which the students are being prepared).
- () i. provide sufficient instruction in engineering ethics to have them fully understand their professional and ethical responsibility, and make them aware of the ethical issues/problems they have to confront in practice.
- () j. promote the fulfillment of the specific objectives of the course through a suitable system of electives.
- () k. provide for a periodic reassessment of the program of studies.
- () l. involve the faculty and alumni in the formulation and the re-evaluation of the program of studies.
- () m. involve the upper-class students in the re-evaluation of the program of studies.

EVALUATION

On the basis of the above analysis for **A. Program of Studies**, rate the following:

- () a. Program of studies in relation to objectives
- () b. Interdepartmental relationships
- () c. Field experience
- () d. Awareness of ethical issues and problems
- () e. Elective subjects
- () f. System for evaluating the program of studies

EXHIBITS/SUPPLEMENTARY DATA

1. Provide a copy of the curriculum.
2. Provide a flow chart showing sequence of subjects.

COMMENTS

B. INSTRUCTIONAL PROCEDURES

ANALYSIS

1. There is evidence that student self-realization is promoted by encouraging:
 - () a. analytical and critical judgment.
 - () b. integrative capability.
 - () c. innovation and synthesis capability.
 - () d. contextual understanding capability.
 - () e. awareness of institutional values
 - () f. societal and environmental awareness and other values
2. The instructional processes used are:
 - () a. adapted to the subject matter.

- () b. adapted to the student's capacity.
- () c. adapted to situational needs.
- () d. suited to college-level instruction.
- () e. coordinated with library work.
- () f. conducive to independent study.
- () g. related to actual life situations and practice.
- () h. conducive to the acquisition and development of skills necessary for continuous lifelong self-learning.

3. The teachers make judicious use of:

- () a. textbooks
 - () b. supplementary materials
 - () c. student research projects and written reports
 - () d. field trips
 - () e. convocations or assemblies
 - () f. community activities
 - () g. audio-visual aids / multi-media devices
 - () h. team teaching
 - () i. cooperative learning process
 - () j. programmed instruction
 - () k. on-the-job training/ apprenticeship
 - () l. modern information technology: CAI, CAD, CAM
 - () m. internet
 - () n. computer-based data collection and analysis
 - () o. computer simulation
- () 4. Evaluation of student performance is done through tests and examinations and other appropriate methods.
- () 5. Innovative teaching and learning methods are being used.

EVALUATION

On the basis of the above analysis for **B. Instructional Procedures**, rate the following:

- () a. Effectiveness of teaching methods
- () b. Use of teaching devices and educational media
- () c. Evaluation of student performance
- () d. Use of innovative teaching and learning methods

COMMENTS

C. CLASSROOM MANAGEMENT

ANALYSIS

- () 1. Adequate measures are taken to insure punctual faculty attendance in all scheduled classes.
- () 2. A record is kept of the daily attendance of students.
- () 3. There is a provision for teachers to make up for missed classes.
- 4. Absences are further discouraged in the following ways:

- () 5. The college enforces its rules concerning class attendance and the orderly conduct of class activities.
- () 6. The maximum size for recitation classes is 45 students.
- () 7. The maximum size for language and professional courses is 40 students.

LECTURE CLASS SIZE

Class size	No. of Sections	Percent
10 students and below		
11 - 20		
21 - 30		
31 - 40		
41 - 45		
46 - 50		
Over 50		
Total		100 %

LABORATORY CLASS SIZE

Class Size	No. of Sections	Percent
10 Students and Below		
11 - 20		
21 - 30		
31 - 40		
41 - 45		
46 - 50		
Over 50		
Total		100 %

- () 8. In purely lecture classes, the size of the room and its acoustics are adequate for the number of students.
- () 9. Proper academic atmosphere and discipline are maintained in all classes.
- () 10. There is evidence of wide student participation.

EVALUATION

On the basis of the above analysis for **C. Classroom Management**, rate the following:

- () a. Class attendance of students and faculty

- () b. Class size for lecture
- () c. Class size for laboratory
- () d. Academic atmosphere

EXHIBITS/SUPPLEMENTARY DATA

Provide the collegiate class program with the time schedule, course name, section, name of faculty, room assignment and the number of students.

COMMENTS

D. ACADEMIC PERFORMANCE OF STUDENTS

ANALYSIS

- 1. A variety of quality evaluation techniques are used; namely
 - () a. recitations
 - () b. written exams
 - () c. practical exams
 - () d. projects
 - () e. homework
 - () f. others
- () 2. The faculty personally rate examinations and other requirements submitted by students and return them within reasonable time.
- () 3. The method of arriving at the final grade is well-defined and known to students.
- () 4. Final grades are fair appraisals of the students' performance throughout the entire course.
- () 5. The final grades on the grading sheets can be changed only by the faculty member concerned, following standard procedures.
- () 6. Students are informed at the beginning of the course of the basis for rating their performance and grades

12. There are methods of obtaining data regarding the performance of students and graduates through feedback from:

- () a. students
- () b. alumni
- () c. employers/industry
- () d. parents
- () e. other institutions

13. Data on graduates and alumni are gathered through:

- () a. surveys
- () b. interviews
- () c. alumni association
- () d. linkage program
- () e. others
- () f. Median salary of graduates who get hired within 9 months after graduation.

EVALUATION

On the basis of the above analysis for **D. Academic Performance of Students**, rate the following:

- () a. System of student evaluation
- () b. Recognition of outstanding students
- () c. Provision for slow learners
- () d. Provision for assessing the effectiveness of the program in enhancing the performance of graduates.

EXHIBITS/SUPPLEMENTARY DATA

1. Provide the number of honor students per semester.
2. Provide tracer studies conducted.

COMMENTS

E. SUPERVISION FOR EFFECTIVE INSTRUCTION

ANALYSIS

1. In the light of the objectives of this institution, effective instruction is insured by:
 - () a. requiring a syllabus for each subject to be submitted to the Dean and/or Department Chairperson.
 - () b. submission of semestral examination questions to the Dean or Department Chairperson.
 - () c. requiring adequate examinations.
 - () d. undertaking a study correlating entrance examination results and scholastic achievement.
 - () e. supervisory class visitations.
 - () f. periodic departmental meetings.
 - () g. periodic evaluation of instruction.
- () 2. There is a system of substitution or special arrangements in cases of faculty members' absences.
3. Effective instruction is promoted by encouraging the faculty to involve themselves in:
 - () a. seminars, discussion groups, teach-ins and colloquia.
 - () b. the introduction of experimental courses, etc.
 - () c. faculty development activities of educational associations.
 - () d. projects and activities related to contemporary concerns.
 - () e. the proper use and preparation of audio-visual instructional aids.
 - () f. access to the internet facilities for instruction and research
4. Effective instruction enhanced by:
 - () a. faculty evaluation by administrative heads/peers.
 - () b. faculty self-evaluation.

- () c. faculty evaluation by students.
- () d. other feedback mechanisms, such as post conference, etc.
- () 5. The Administration provides equipment for reproduction of instructional materials.

EVALUATION

On the basis of the above analysis for **E. Supervision for Effective Instruction**, rate the following:

- () a. Procedures to ensure effective instruction
- () b. Effectiveness of academic supervision

EXHIBITS/SUPPLEMENTARY DATA

1. Provide the number of faculty evaluated with their corresponding ratings.
2. Provide reports on faculty attendance, tardiness and make-up classes.

COMMENTS

**F. INSTRUCTIONAL ADMINISTRATION
(for each program under survey)**

ANALYSIS

- () 1. In each area of major concentration, the courses are arranged in logical sequence. There is no omission or needless overlapping in content. Moreover, each subject contributes effectively to the development of the objectives in the area of concentration. (Append outline showing the arrangement of courses).
- () 2. The academic administrator exercises sound judgment in the development and management of the curriculum.
- () 3. The academic administrator exercises supervision over the selection of textbooks and other instructional aids in use.
- () 4. Faculty members submit a syllabus for each subject to the academic administrator or department chairperson for approval. This is updated periodically.

- () 5. The departmental system contributes to the effectiveness of instruction.
- () 6. There is evidence of sustained interest in curriculum development on the part of both faculty and administration.
- () 7. Deans and department chairpersons (or their equivalent) participate in the development of the budget for their area of instruction.

EVALUATION

On the basis of the above analysis for **F. Instructional Administration**, for each college under survey, rate the following:

- () a. Curricular content and sequence offerings
- () b. Development and management of curriculum
- () c. Instructional supervision
- () d. Participation in budget development

COMMENTS

G. CO-CURRICULAR ACTIVITIES

ANALYSIS

- () 1. Co-curricular activities are given a proportionate role in the overall academic program.
- () 2. The school has a policy regarding academic qualifications for participation 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. Indirect teaching is encouraged through symposia, lectures, exhibits, concerts, visual arts, sports and the overall atmosphere of the college.
- () 6. Students are involved in the formulation of the co-

curricular program.

- () 7. Recognition is given to excellence in co-curricular activities.

EVALUATION

On the basis of the above analysis for **G. Co-curricular Activities**, rate the following:

- () a. Coordination between academic and co-curricular requirements.
- () b. Student involvement in the planning and implementation of the co-curricular program.

EXHIBITS/SUPPLEMENTARY DATA

Provide a list of the student organizations and their major activities.

COMMENTS

H. ACADEMIC COUNSELING

ANALYSIS

- () 1. Students are oriented on the availability of academic-guidance and counseling services.
2. Students have ready access to academic counseling:
- () a. at scheduled consultation hours.
- () b. by appointment outside the scheduled consultation hours.
- () 3. Students avail of the opportunity for academic counseling.
- () 4. Persons in charge of academic counseling (deans, chairpersons, class advisers, faculty members, counselors) are available to students for consultation.
- () 5. These persons consult the guidance office with regard to their students.
- () 6. There is coordination among administration, faculty,

and guidance personnel.

- () 7. Students of exceptional ability are guided to the maximum development of their potentials.
- () 8. Remedial assistance is made available.
- () 9. Upperclassmen assist in counseling freshmen.

EVALUATION

On the basis of the above analysis for **H. Academic Counseling**, rate the following:

- () a. Availability of academic counseling services
- () b. Effectiveness of academic counseling services

EXHIBIT/SUPPLEMENTARY DATA

Provide a report of academic counseling by the faculty.

COMMENTS

BEST FEATURES

RECOMMENDATIONS

SECTION IV

LIBRARY

CONTENTS

Collections

NAME OF COLLEGE _____

LOCATION _____

PROGRAM(S) UNDER SURVEY

Chemical Engineering

Civil Engineering

Computer Engineering

Electrical Engineering

Electronics and
Communications Engineering

Industrial Engineering

Mechanical Engineering

ANALYSIS MADE BY

EVALUATION MADE BY

DATE COMPLETED

EVALUATIVE CRITERIA

SECTION IV

LIBRARY

The library is of paramount importance to the students and faculty. It is an essential source of intellectual advancement in an institution. In line with the goals of the institution, it should endeavor to meet the needs of all its patrons by providing an adequate, well-selected and well-organized collection supporting the curricula and programs.

As a vital component of the total academic environment, it collects the records of civilization and documents scientific pursuit. It also offers various programs to teach or assist users in the retrieval or interpretation of these records and documents. These information resources are essential for members of the academic community to pursue their programs successfully. Total fulfillment of these roles is, however, an ideal goal which continues to be sought and is yet to be attained. Expectations as to the degree of success in achieving this goal vary from institution to institution, and it is this diversity of expectations that prompts the library profession to offer criteria for college libraries.

The types and variety of books and other materials will depend on the nature of the institution and they must relate realistically to the institution's educational goals, curricula, size, complexity or degree level, and the diversity of its teaching, learning and research requirements.

The criteria seek to describe a realistic set of conditions which, if met, will provide a college library program of good quality.

Collections

1. Collection Development

Collection development is the joint responsibility of the faculty and the library. The emphasis is on quality rather than quantity. It is recommended that a written collection development policy be formulated by the librarian with the cooperation of the faculty.

There should be a year-round and carefully planned program of selecting and procuring library materials. The faculty should actively participate in the selection of print and non-print materials, especially in their areas of specialization. The library on the other hand, should set up written policies and procedures to facilitate and effectively carry out its selection and acquisition activities.

2. Holdings

The library holdings should be adequate to meet the curricular, instructional, research and recreational needs of its clientele. The collection should consist of, but should not be limited to up-to-date and relevant books, serials, pamphlets, documents and non-print materials. Multiple copies of frequently used materials should be provided. In the matter of reserve books, a provision of at least one copy for every 30 students is deemed sufficient.

The collection should also include an extensive Filipiniana collection to meet the ever increasing demand of users for this type of materials.

A basic book collection of 6,000 well-selected titles is deemed necessary for the college/institution with an enrolment of 500 or less to support its educational programs effectively. Moreover, a minimum of two selected titles should be provided for every student.

In addition to the basic collection, a core periodicals collection of current and relevant titles (local and foreign) should also be provided. The recommended number of periodical titles based on enrolment is as follows:

<u>Enrolment</u>	<u>Number of Periodical Titles</u>
less than 1,000 students	50
1,001 - 3,000	75
over 3,000	100

Every major subject field should be covered adequately by relevant and appropriate journals and periodicals.

Even if the institution meets the above minimum requirements, it should spend the budget allocated for library materials to further develop and update its resources.

To maintain the quality of the library collection, a weeding program to discard updated and obsolete materials should be undertaken regularly.

To enhance its collection and reduce costs, the library should initiate and maintain resource-sharing arrangements with other libraries, if and when feasible.

3. Organization and Care of Materials

The books should be catalogued and classified according to an accepted system of classification. A card catalog containing author, title and subject entries should be maintained to provide

easy access to and retrieval of items. Periodical records should be complete, accurate and updated; in-house indexes should be made available to the clientele. All other library materials should be organized systematically for easy use.

There should be provision for the binding of selected standard titles of periodicals for the different subject fields. Provision should also be made for the preservation and conservation of rare and valuable materials.

EXPLANATION

The library to be evaluated is the one available to the faculty members and students of the college applying for accreditation. It might happen that this same library is the central library for the entire institution consisting of more than one college. In this case, the central library is to be evaluated, and even if more than one college is applying for accreditation, only one Survey Form for Library need be filled out. If however, notable variations exist in the availability, usefulness or use of this central library with respect to the different colleges applying for accreditation, these variations should be noted in suitable places in the Survey Form. The Survey Team should strive to determine the real value of the library for the college or colleges now applying for accreditation.

Ordinarily, the library of the college or colleges is a physical unit, housed under one roof and in contiguous rooms. This is the presumption in the various Analyses and Evaluations. If however, this is not actually the case, variations should be noted in appropriate "Comments" and the advantages or disadvantages of the actual situation should be reflected in the Evaluation.

This area, as well as the other areas, should be evaluated in the light of the objectives and goals of the college or colleges under survey.

ANALYSIS

The analysis consists of provisions, conditions or characteristics found in good colleges. All of them may not be necessary, or even applicable in every college. A college may lack some of the items but have other compensating features. The Analyses portions are intended to provide the factual bases required for a fair evaluation of the different aspects of this section.

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

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

In order to use correctly the symbols **M** or **O**, the Survey Team must be aware of the goals and objectives of the college, as

revealed through the survey of Section I.

When no parentheses are provided, it will be sufficient to insert the requisite information in the spaces provided for that purpose. In such cases, the information requested is needed for the Analysis of other items or for the actual Evaluations.

EVALUATION

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

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

a. the provisions or conditions are extensive and are functioning well, or

b. the provisions or conditions are moderately extensive but are functioning excellently.

3 - Good:

the provisions or conditions are moderately extensive and are functioning well.

2 - Fair:

a. the provisions or conditions are moderately extensive but are functioning poorly, or

b. the provisions or conditions are limited in extent but are functioning well.

1 - Poor:

the provisions or conditions are limited in extent and are functioning poorly.

M - Missing:

the provisions or conditions are missing but needed.

O - Does not apply:

the provisions or conditions are missing but do not apply or are not desirable in this college.

COMMENTS

In the space allotted for comments, the Survey Team might note any observable connection between the findings in this section and particular good points and defects in the survey of the other areas, as well as the degree of harmony existing between conditions in this area and the goals and objectives of the college.

BEST FEATURES

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

RECOMMENDATIONS

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

COLLECTIONS

ANALYSIS

- () 1. The library has written policies on the selection and acquisition of library materials.
- () 2. The faculty and librarians participate in the collection development program.
- () 3. There is evidence of an equitable distribution of funds among the academic departments.
- () 4. The collection is regularly checked against standard bibliographies to ensure quality.
- () 5. Selection tools for library materials are acquired, kept up-to-date and brought to the attention of the faculty.
- () 6. Concerning the book holdings -
- a. The total number of books in the collection is _____ titles (_____ volumes).
- b. To provide the needs of general education, it has books on:

Number

Arts and Humanities _____
Social Sciences _____
Reference Books _____

- c. The technical books and the corresponding headings are as follows:

Library of Congress Classification

	Number
GB Physical Geography	_____
GC Oceanography	_____
Q Science (general)	_____
QA Mathematics, Computer Science	_____
QB Astronomy	_____
QC Physics	_____
QO Chemistry	_____
QE Geology	_____

	Number
S (583-589) Agricultural Chemistry and Chemistry	_____
S (590-599) Soils _____	
S (605-623) Land Improvement, Reclamation Irrigation	_____
S (671-760) Farm Machinery and Engineering	_____
VG Military Engineering	_____
VM Shipbuilding and Marine Engineering	_____

d. the professional Engineering Books are:

	Number
T Technology _____	
TA Engineering (general), Civil Engineering, Engineering Economy	_____
TC Hydraulic Engineering	_____
TD Sanitary and Municipal Engineering	_____
TE Roads and Pavements	_____
TF Railroad Engineering and Operation	_____
TG Bridges and Roofs	_____
TH Building Construction	_____
TJ Mechanical Engineering and Machinery	_____
TK Electrical Engineering and Industries, Electronics, Communications and Computer Technology	_____
TL Motor Vehicles, Cycles, Aeronautics	_____
TN Mineral Industries, Mining and Metallurgy	_____
TP Chemical Technology	_____
TS Manufacture Reduction and Manufacturing Management	_____

e. The number of technical books accessioned during the last five years was:

Year	_____	_____	_____	_____	_____
GB					
GC					
Q					
QA					
QB					
QC					
QO					
QE					
S (583-589)					
S (590-599)					
S (605-623)					
S (671-760)					
VG					
VM					
T					
TA					
TC					
TD					
TE					
TF					
TG					
TH					
TJ					
TK					
TL					
TN					
TP					
TS					

f. The number of new books added to the collection in the last five (5) years:

Year	_____	_____	titles	_____	volumes
	_____	_____	titles	_____	volumes
	_____	_____	titles	_____	volumes
	_____	_____	titles	_____	volumes
	_____	_____	titles	_____	volumes

g. The library is strong in the following areas:

h. It is deficient in the following areas:

i. It has special collections in the following areas:

7. Concerning periodicals:

- () a. Periodicals and newspapers which include coverage of a variety of subject are provided.
- () b. Standard scholarly journals in the fields covered by the curriculum are available.
- () c. These scholarly periodicals are bound and are easily accessible.
- () d. Sets of core periodicals are current and as complete as possible.
- () e. Periodical indexes are available for use.
- () f. Current issues of periodicals are conveniently displayed.

Note: Submit a list of periodicals currently received by the library, classified according to the major subject divisions.

8. Concerning Instructional Media Facilities

a. The school has the following:

Equipment	Number
1. Overhead projector	_____
2. Projection screen	_____
3. 35 mm Slide projector	_____
4. 16 mm sound-film projector	_____
5. Lettering/drafting set and table	_____
6. Mimeograph machine	_____
7. 35 mm camera with stand and tripod	_____
8. Video tape camera	_____
9. Video tape player with TV monitor	_____
10. Photocopying facilities	_____
11. Replacement bulb stock	_____
12. Audio-cassette tape player-recorder	_____
13. Others _____	_____
_____	_____

() b. The above facilities are readily available for the use of students and faculty.

() c. There is ample supply of software for the use of faculty and students.

9. Concerning other instructional materials:

() a. A collection of pamphlets, bulletins, clippings and other vertical file materials is readily available.

() b. Posters, pictures, maps, charts and similar materials are organized for efficient use.

() c. Microforms are acquired and made available to users.

() d. Provisions are made for keeping the above materials up-to-date.

10. Describe any resource-sharing activities the library participates in.

EVALUATION

On the basis of the above analysis for **Collections**, rate the following:

- () a. Book collection
- () b. Periodicals collection
- () c. Other print and non-print materials
- () d. Library materials for the disciplines/programs of the college or colleges applying for accreditation. (give rating per college)

- () 1) _____
- () 2) _____
- () 3) _____

COMMENTS

BEST FEATURES

RECOMMENDATIONS

SECTION V
LABORATORIES

CONTENTS

- A. Rooms
- B. Utilization Of Equipment And Supplies
- C. Maintenance And Improvement
- D. Research Provisions
- E. Laboratory Manuals And References

NAME OF COLLEGE _____

LOCATION _____

PROGRAM(S) UNDER SURVEY

- | | |
|---|--|
| <input type="checkbox"/> Chemical Engineering | <input type="checkbox"/> Electronics and
Communications Engineering |
| <input type="checkbox"/> Civil Engineering | <input type="checkbox"/> Industrial Engineering |
| <input type="checkbox"/> Computer Engineering | <input type="checkbox"/> Mechanical Engineering |
| <input type="checkbox"/> Electrical Engineering | |

ANALYSIS MADE BY

_____	_____
_____	_____
_____	_____

EVALUATION MADE BY

_____	_____
_____	_____
_____	_____

DATE COMPLETED

EVALUATIVE CRITERIA

SECTION V

LABORATORIES

CRITERIA

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

A. Rooms

Science rooms should be spacious, well-ventilated, well-lighted and safe. Furniture arrangement should not obstruct traffic and facilities should be readily available when needed.

Science lecture rooms should have adequate space and provisions for appropriate demonstrations and exhibits.

Since the laboratory is a potential source of accidents and fires due to certain equipment and heat sources, a periodic safety check is needed. Safety checks include removal of possible causes of accidents and provisions for fire-fighting equipment. First-aid facilities should be ready for immediate use.

There should be laboratories adequately equipped to meet the needs of science, technology and other specialized courses.

B. Utilization of Equipment and Supplies

There should be adequate equipment and supplies for each of the laboratory courses offered by the college to allow students to work in small groups and to maximize the utilization of equipment.

The apparatus, tools and materials should conform at least to the minimum requirements of the Commission on Higher Education and to such other standards as may be set to achieve the specific objectives of the college and of the science courses offered.

C. Maintenance and Improvement

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 scientific fields by the improvement and expansion of its facilities and by the acquisition of up-to-date laboratory equipment, apparatus and supplies.

Laboratory assistants or technicians are indispensable members of the laboratory staff; they relieve the classroom professor from routine maintenance and record-keeping duties.

D. *Research Provisions*

Special consideration should be given to any specific provisions for scientific work in accordance with the specific objectives of the institution. These provisions may include research facilities, science libraries, etc.

E. *Laboratory Manuals and References*

References such as catalogues, laboratory manuals, handbooks and software should be available in the laboratories.

EXPLANATION

A college should have adequate laboratory facilities and equipment for effective instruction. The Analysis and Evaluation portions in this Survey Form are designed to discover the extent to which the laboratories of the college or institution under survey conform to this general criterion.

The laboratories to be surveyed are those in use by the students of the college or institution applying for accreditation.

Even though more than one college of the institution make use of the same laboratories, judgment, however, concerning the adequacy of space, equipment and supplies, the courses and number of classes using the laboratories should be kept in mind.

ANALYSIS

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

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

Space is provided at the end of the Analysis portion for indicating additional items which contribute to a fuller description of the laboratories.

EVALUATION

Evaluations represent the best judgment of those making the evaluations after all the evidence has been considered. They are to be made by means of the rating scale as defined below:

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

- a. the provisions or conditions are extensive and are functioning well, or
- b. the provisions or conditions are moderately extensive but are functioning excellently.

3 - Good:
the provisions or conditions are moderately extensive and are functioning well.

2 - Fair:
a. the provisions or conditions are moderately extensive but are functioning poorly, or
b. the provisions or conditions are limited in extent but are functioning well.

1 - Poor:
the provisions or conditions are limited in extent and are functioning poorly.

M - Missing:
the provisions or conditions are missing but needed.

O - Does not apply:
the provisions or conditions are missing but do not apply or are not desirable.

COMMENTS

In the space allotted for comments, the Survey Team should include any remarks concerning matters not sufficiently treated in the preceding Analysis and Evaluations and which could be taken into consideration in the overall evaluation of the laboratories. Where there is need, the Survey Team should use this space for the explanation of the use of the symbols **M** and **O** in the Analysis and the Evaluations just made. The Survey Team should always remember that the laboratories should be adequate "for the attainment of the objectives of the college."

BEST FEATURES

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

RECOMMENDATIONS

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

A. ROOMS

ANALYSIS

Science Lecture Rooms

- () 1. At least one lecture room is adequately equipped for demonstration and audio-visual purposes.
- () a. A demonstration table equipped with sink, water, electrical and gas outlets is provided.
- () b. Demonstration areas are visible to all members of the class.
- () c. The room can be darkened for audio-visual purposes, while maintaining proper ventilation.

Laboratory Rooms in General

- () 1. Laboratories, adequate in size for the student enrolment, are provided for Physics, Chemistry, Computer and Language.
- () 2. Separate storage space, conveniently located, is provided for chemicals and for laboratory equipment and supplies.
- () 3. Separate storage space, under lock and key is provided for inflammable and toxic chemicals as a preventive measure against their misuse.
- 4. The laboratories:
 - () a. are properly lighted.
 - () b. are well-ventilated.
 - () c. have two or more exits.
 - () d. have at least two (2) square meters allotted per student
- 5. Furniture arrangement allows:
 - () a. traffic to flow smoothly as students enter or leave.
 - () b. students to work freely without interfering with one another.
 - c. the faculty member:

- () 1) to observe all students.
- () 2) to move easily and quickly to any student station.
- () 3) to help any individual or group of students without disturbing other students.
- () d. the table height to be adjusted to the average student height.
- () 6. Gas, water and electricity are readily available in rooms and places where their use would normally be demanded.

Specific Requirements:

Laboratory Rooms for Chemistry

- () 1. Each laboratory table is provided with water and gas outlets per laboratory work station.
- () 2. In the basic courses, there are at most five students assigned to each laboratory work station.
- () 3. In the advanced courses, electrical outlets are provided.
- () 4. Each laboratory table has at least one sink.
- () 5. Laboratory table tops are chemical resistant.
- () 6. There are fume hoods wherever toxic and/or obnoxious gases are produced.
- () 7. Students have lockers - one locker per group.
- () 8. Shelves are provided for storing chemicals or reagents which are made accessible to students.

Laboratory Rooms for Physics

- () 1. Work tables are sturdy, with table tops having overhangs for clamps.
- () 2. Each table has electrical outlets with voltages clearly indicated.
- () 3. There is provision for generating heat.
- () 4. The laboratory room may be darkened by shades or drapes for experiments.
- () 5. There are water sinks for student use.

- () 6. Fans (or air-conditioning units) are available when the room is darkened.

Laboratory Rooms for Computers

A. Computer Units Available:

Location (Room)	Quantity	CPU	Memory (RAM)	Fixed Disk	Other Specs

B. Other Peripheral Devices Available: *(Indicate specifications)*

C. Type of Software/Programming Languages

Language	Software	Version

D. List subjects which require computer resources.

- () 1. There are adequate laboratory and computer resources for classwork and individual projects.
- () 2. The computer hardware and software respond to the objectives of the subjects in the curriculum.
- () 3. The computer facilities are available for hands-on use of faculty and students for academic and research programs.
- () 4. There is an adequate quality of computer terminals with communication capabilities (*i.e.*, e-mail, intranet, internet, WWW, etc.)

E. Average Computer To Student Ratio = _____ : _____

F. Average Computer Hands-On
Given To Students Per Week = _____

Safety Provisions in the Laboratories (when applicable)

- () 1. Floors are nonskid or at least not slippery.
- () 2. There is sufficient ventilation to clear laboratory rooms of gases.
- () 3. Each room has a master shut-off electrical switch and master shut-off valve for gas.
- () 4. A fire extinguisher (shower heads, sand buckets, etc.) is placed near the door so that students can avail themselves quickly of this equipment. (A rubber hose, permanently attached to a faucet is useful specially for eye and face wash.)
- () 5. Students are instructed in the use of the fire extinguisher.
- () 6. The building and laboratories have sufficient water supply during the day.
- () 7. There is a provision for specific warning signs in laboratories where chemical, electrical or radiation experiments are performed or where machinery with moving parts is used along with the color coding of gas, steam, air and vacuum lines where appropriate.
- () 8. There is an orientation program in laboratory safety for students and staff using, or working in, laboratories and shops.
- () 9. A first-aid kit, charts and neutralizing solution are accessible in each laboratory room. Faculty members and lab assistants have knowledge of their use and specifically of the treatment of:
 - () a. burns from heat.
 - () b. cuts and bleeding.
 - () c. burns from corrosive materials.
- () 10. Experiments involving obnoxious gases are done using fume hoods.
- () 11. There is general good housekeeping so that the rooms have a clean and orderly appearance. Students' tables are orderly and waste material is disposed of

immediately after the experiment. Students have their apparatus neatly arranged on their tables or stored properly. There is daily janitorial service.

- () 12. Electrical connections for experiments are first checked before connecting power supply.
- () 13. Radioactive materials are clearly marked *RADIOACTIVE* and have proper shielding, if dangerous. They are kept in a locked container.
- () 14. Plastic goggles, face shields and hard hats are used by students in all laboratories where they are needed.
- () 15. Students use protective aprons or laboratory coats in laboratories where they are needed.
- () 16. Stockrooms for chemical supplies are provided with fire safety devices.
- () 17. X-rays, radioactive substances, laser light, ultra-violet light, etc. are handled only by properly trained personnel.

EVALUATION

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

- () a. Laboratories in general
- () b. Chemistry laboratories
- () c. Physics laboratories
- () d. Computer laboratories
- () e. Safety provisions in the laboratories

COMMENTS

B. UTILIZATION OF EQUIPMENT AND SUPPLIES

ANALYSIS

Note: Append to this form (1) a list of the fields of concentration offered by the institution (2) the latest list, by titles, of the experiments required in the courses for which the institution provides laboratories, and (3) the latest inventory of the equipment and supplies of each laboratory. (*Or indicate where*

such lists may be found.)

- () 1. Apparatus, tools, and materials conform to the requirements of the experiments indicated above.
- () 2. Equipment and experiments performed exceed the minimum requirements set by the Commission on Higher Education.
- () 3. There is evidence of improvised equipment and visual aids for demonstrating the basic principles of the course given.
- () 4. The equipment, apparatus, and supplies used are up-to-date and adequate for a maximum of five students.

EVALUATION

- () On the basis of the above analysis for **B. Equipment and Supplies**, rate the adequacy of equipment and supplies

COMMENTS

C. MAINTENANCE AND IMPROVEMENT

ANALYSIS

- () 1. The general appearance of the laboratories is neat and orderly.
- () 2. Equipment, apparatus and supplies are systematically stored in appropriate shelves, cabinets, etc.
- () 3. Materials not easily identified are properly labeled.
- () 4. Equipment is maintained and calibrated as required according to technically correct procedures.
- () 5. The inventory is systematic and periodically updated.
- () 6. There is an efficient system of requisition.
- () 7. The laboratories are maintained in good condition.
- () 8. The laboratories have either "shops" or some system of repair or manufacture of equipment or apparatus.
- () 9. There is evidence of annual periodic acquisition of new equipment beyond minimum requirements.

- () 10. The laboratory fees charged are adequate. [*Append schedule of fees together with the percentage of income from fees used (a) for replacement of supplies and (b) for improvement of apparatus.*]
- () 11. There is an adequate number of capable laboratory technicians or assistants.

EVALUATION

On the basis of the above analysis for **C. Maintenance and Improvement**, rate the following:

- () a. General appearance and maintenance of laboratory facilities and equipment.
- () b. System of requisition.
- () c. Availability of sufficient number of laboratory technicians/assistants.

COMMENTS

D. RESEARCH PROVISIONS

ANALYSIS

Research Facilities for Faculty and Students

1. List down all available laboratory facilities for research.
2. Describe how laboratory facilities are used for research.
3. Describe the innovative research projects undertaken by the department.

EVALUATION

- () On the basis of the above analysis for **D. Research Provisions - Research Facilities for Faculty and Students**, rate utilization of research facilities by faculty and students.

COMMENTS

E. LABORATORY MANUALS AND REFERENCES

ANALYSIS

The following references are available in the laboratories:

- () a. Catalogues
- () b. Laboratory manuals
- () c. Handbooks and databooks
- () d. Software
- () e. Others _____

EVALUATION

On the basis of the above analysis for **E. Laboratory Manuals and References**, rate the availability of the laboratory references.

COMMENTS

BEST FEATURES

RECOMMENDATIONS

STATISTICAL SUMMARY

SECTION III - INSTRUCTION

DIV	TITLE OF DIVISION	EVALUATION						AVE-RAGE	WEIGHT VALUE	PRODUCT
		a	b	c	d	e	f			
A	Program of Studies	a	b	c	d	e	f		2	
B	Instructional Procedures	a	b	c	d				4	
C	Classroom Management	a	b	c	d				1	
D	Academic Performance of Students	a	b	c	d				3	
E	Supervision for Effective Instruction	a	b						3	
F	Instructional Administration	a	b	c	d				2	
G	Co-curricular Activities	a	b						1	
H	Academic Counseling	a	b						1	
TOTAL									17	
AVERAGE									AREA	

$$\frac{\text{Sum of Products}}{\text{Sum of Weight Values}} = \text{Area Average}$$

STATISTICAL SUMMARY

SECTION II - FACULTY

DIV	TITLE OF DIVISION	EVALUATION						AVERAGE	WEIGHT VALUE	PRODUCT
A	Academic Qualifications	a							5	
B	Educational and Professional Experience	a	b	c					4	
C	Selection Policies	a							2	
D	Ranking and Promotion	a	b	c	d				2	
E	Teaching Assignments	a	b	c					2	
F	Research	a							3	
G	Community Service	a							2	
H	Performance Evaluation	a	b	c					4	
I	Faculty Development	a	b	c	d	e	f		3	
J	Faculty Relationship	a	b	c	d				1	
K	Salaries and Fringe Benefits	a	b	c					2	
TOTAL									30	
AREA AVERAGE										

$$\frac{\text{Sum of Products}}{\text{Sum of Weight Values}} = \text{Area Average}$$

STATISTICAL SUMMARY

SECTION V - LABORATORIES

DIV	TITLE OF DIVISION	EVALUATION					AVERAGE	WEIGHT VALUE	PRODUCT
		a	b	c	d	e			
A	Rooms	a	b	c	d	e		2	
B	Equipment and Supplies	a						4	
C	Maintenance and Improvement	a	b	c				3	
D	Research Provisions	a						2	
E	Laboratory Manuals and References	a						1	
TOTAL								12	
AREA AVERAGE									

$$\frac{\text{Sum of Products}}{\text{Sum of Weight Values}} = \text{Area Average}$$

STATISTICAL SUMMARY

SECTION IV - LIBRARY

TITLE OF DIVISION	EVALUATION						AVERAGE
Collections	a	b	c	d1	d2	d3	

FACULTY

QUESTIONNAIRE FOR INDIVIDUAL STAFF 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 EXPERIENCE

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.

_____	_____
_____	_____
_____	_____
_____	_____