



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

**SUPPLEMENT TO SURVEY FORM A
HOTEL & RESTAURANT MANAGEMENT
AND TOURISM MANAGEMENT
PROGRAMS**

**PAASCU
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Philippine Accrediting Association of Schools, Colleges and Universities

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HOTEL & RESTAURANT MANAGEMENT AND TOURISM MANAGEMENT PROGRAMS

TABLE OF CONTENTS

Section I - VISION-MISSION-GOALS

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

Section II - FACULTY

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

Section III - CURRICULUM AND INSTRUCTION

- 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

Section V - LABORATORIES

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

EVALUATION FORM A

SECTION I

VISION-MISSION-GOALS

CONTENTS

- A. Statement of Vision-Mission-Goals of the Institution
- B. Specific Goals Distinctive of the College/Program(s) under Survey
- C. Acceptance by the Academic Community
- D. Agreement between Vision-Mission-Goals and Activities

NAME OF INSTITUTION: _____

LOCATION: _____

PROGRAM(S) UNDER SURVEY:

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 the College/Program(s) under Survey

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/program(s) under survey

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

EVALUATION FORM A

SECTION II

FACULTY

CONTENTS

- A. Academic Qualifications
- B. Educational and Professional Experience and Length of Service
- C. Program Administration
- D. Selection Policies
- E. Ranking and Promotion
- F. Teaching Assignments
- G. Faculty Research
- H. Community Service
- I. Teaching Performance
- J. Faculty Development
- K. Faculty Relationships
- L. 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. 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 faculty should have experience in college teaching gained by years of service as well as the vigor and enthusiasm characteristic of youth. **

C. Program Administration

The Dean or Department Chair should possess the appropriate academic qualifications, i.e., at least a master's degree in business, management or allied/related fields, and an undergraduate degree in Hotel & Restaurant Management, Travel & Tourism Management, or allied/related fields. He/She should have relevant experience in industry for at least three (3) years, at least five (5) years teaching experience in the tertiary level, and a two-year administrative/supervisory experience. For updating purposes, it is also important that he/she is an active member of an industry-related professional and/or educational association.

D. 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 faculty, 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/She should be informed of the objectives of the institution and should show willingness to subscribe to them.

E. 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.

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

*** A faculty member will be considered as satisfying the norm of "experience" if he/she has had three (3) years of satisfactory college teaching in his or her field of specialization or three (3) years of successful practice in his or her 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.

F. Teaching Assignments

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

The faculty members should be given teaching assignments in their major or minor fields 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.

G. Faculty Research

The faculty members 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 of funds for research projects.

H. 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.

* 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 faculty member should not have a teaching load of more than 24 hours a week. His/Her other commitments should not be such as will adversely affect his/her instructional performance in the college.

I. Teaching Performance

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.

J. 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 scholarships, and attendance in regular and special faculty meetings. Individual and school efforts towards the professional growth of faculty members should be extensive and effective.

K. 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.

L. Salaries and Fringe Benefits

Salaries should be such as to assure a living standard in conformity with the social demands of the profession. The faculty members 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 them.

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**.

1. Name in full
2. Academic degrees - with names of institutions which granted the degrees and Special Order Number, where applicable, and the major areas of concentration and dates 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 or involvements in learned professional, civic and community organizations, positions occupied and dates covered.

10. Titles and publication dates of pure and/or applied researches undertaken. Indicate any other research engaged in, including theses.
11. Summary grid of class schedules and instructional loads currently being taught in this College; subjects being taught in total number of hours per week.
12. Other assignments in this institution.
13. Current employment (including self-employment, if any) outside the College; if educational, give subjects, instructional load taught.
14. Salary in this College (give salary basis, including the length of period e.g., ten months a year including any other emoluments or benefits.)
15. Relevant awards and recognitions received or granted.

NOTE:

A grid containing pertinent information on academic qualifications 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:

The provisions or conditions are effectively implemented and are functioning excellently.

4 - Very Good:

The provisions or conditions are implemented and are functioning well.

3 - Good:

The provisions or conditions are moderately implemented and are functioning satisfactorily.

2 - Fair:

The provisions or conditions are implemented to a limited extent and are functioning minimally.

1 - Poor:

The provisions or conditions are not implemented and are not functioning.

0 - Does not apply:

The provisions or conditions are not applicable.

COMMENTS

In the space allotted for comments, the Survey Team should include any remark concerning matters not sufficiently treated in the preceding Analyses 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

I. 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 whose 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.

II. FOR EVERY PROGRAM INVOLVING A SEPARATE PROFESSIONAL CORE OF TEACHERS

Each program (e.g., Hotel & Restaurant Management and Tourism Management) must prepare a separate table.

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%

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%

III. INDUSTRY CERTIFICATION

TITLE	YEAR ACQUIRED	PROVIDER

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				
4 - 9				
1 - 3				
Less than 1				
TOTAL				

2. Professional Experience

YEARS	PRACTICE OF PROFESSION (Outside of Teaching)	
	FULL-TIME FACULTY	PART-TIME FACULTY
15 and above		
10 - 14		
4 - 9		
1 - 3		
Less than 1		
TOTAL		

* Use equivalent number of years

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

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

COMMENTS

C. PROGRAM ADMINISTRATION

Analysis

The Dean or Department Chair possesses the following qualifications:

- () 1. Master's Degree in Business, Management; or in any of the Allied/ related fields mentioned below;
- Management/Business - Business Management, Business Administration, Entrepreneurship, Marketing, Human Resources Management, Industrial Relations Management
 - Food Sciences - Nutrition, Food Technology, Gastronomy
 - Education - Educational Management, Learning and Teaching
- () 2. Undergraduate Degree in Hotel & Restaurant Management, Travel & Tourism Management; or in any of the allied/related fields mentioned below:
- Management / Business - Business Management, Business Administration, Entrepreneurship, Marketing, Human Resources Management
 - Food Sciences - Nutrition, Food Technology, Chemistry
 - Diplomacy - International Studies (including Asian, European and American Studies), Foreign Service, Consular and Diplomatic Affairs
 - Liberal Arts - Humanities, History, Philippine Studies, Languages/Linguistics
 - Finance - Accountancy, Finance
- () 3. Teaching experience of at least five (5) years at the tertiary level or industry experience of at least three (3) years

- () 4. Administrative/Supervisory experience of at least two (2) years
- () 5. An active member of an industry-related professional and/or educational association

EVALUATION

On the basis of the above analysis for **C. Program Administration**, rate the following:

- () a. Qualifications of the Dean or Department Chair
- () b. Teaching experience of the Dean or Department Chair
- () c. Extent of practice of profession outside of teaching

COMMENTS

D. 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. industry certification and special training & specialization
 - () c. professional/industry 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/Chairperson(s)
- () d. Other faculty members
- () e. Others (specify) _____

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/employment is made by _____.

EVALUATION

- () On the basis of the above analysis for **D. Selection Policies**, rate the policies and procedures for faculty selection.

COMMENTS

E. RANKING AND PROMOTION

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. industry certification and trainings
 - () b. teaching competency
 - () 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. student 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 procedures followed in the dismissal of a faculty member, including due process.

EVALUATION

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

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

COMMENTS

F. TEACHING ASSIGNMENTS

ANALYSIS:

1. Describe or attach a copy of the process of determining teaching assignments.
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		
GRAND TOTAL		100%

FACULTY WITH	Total Number of Units Taught/Handled	Percent
Doctorate		
Master's		
Bachelor's		
GRAND TOTAL		100%

- () 4. The faculty members are given teaching assignments only in their major or minor fields of specialization.
5. Class schedules are conducive to efficient teaching.
- () a. The teaching schedule should not exceed three (3) consecutive classes at any one time.
- () b. Total teaching schedule (lecture) should not exceed 6 hours daily.
6. Encouragement and provisions are made for extra class responsibilities:
- () a. committee work
- () b. student consultation/advising
- () c. research
- () d. administrative work
- () e. outside campus student supervision
- () f. others _____

EVALUATION

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

- () a. Alignment of teaching assignment to degrees
- () b. System for assigning teaching loads

- () c. Scheduling of classes
- () d. Provisions for extra class responsibilities

COMMENTS

G. FACULTY RESEARCH

ANALYSIS

1. There is adequate support for basic/or applied research and publication.
 - () a. established policies and guidelines
 - () b. budget/financial support
 - () c. technical support services
 - () d. regular research seminar/training
- () 2. Faculty members conduct research and publish their research outputs.
- () 3. The institution publishes a research journal.
- () 4. Faculty members publish in a peer-reviewed or refereed journals.
- () 5. Faculty members participate in conferences, conventions, fora, and competitions.
- () 6. Faculty members participate in student incubation or simulation facilities of the school.

EVALUATION

On the basis of the above analysis for **G. Faculty Research**, rate the following:

- () a. Quantity of research outputs
- () b. Quality of research outputs
- () c. Support for faculty research and publication.

COMMENTS

H. COMMUNITY SERVICE

ANALYSIS

1. Community involvement of faculty members is seen in:
 - () a. relating/integrating community needs in subject matter
 - () b. research
 - () c. participation in community projects
 - () d. personal participation to community outreach projects
 - () e. participation in government & non-government organizations and professional organizations
 - () f. participation in socio-civic organizations
 - () g. others _____

EVALUATION

On the basis of the above analysis for **H. Community Service**, rate the involvement of the faculty in the following:

- () a. Community outreach projects
- () b. Government, non-government and professional organizations
- () c. Socio-civic organizations

COMMENTS

I. TEACHING PERFORMANCE

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. appropriateness/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. professional involvement and updating

- () j. attitudes and values
- () k. compliance with administrative requirements
- () l. attendance in classes
- () m. classroom management

EVALUATION

On the basis of the above analysis for **I. Teaching Performance**, rate the following:

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

COMMENTS

J. FACULTY DEVELOPMENT

ANALYSIS

1. Describe the Faculty Development Program over the last three years.
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. others _____
- () 5. The institution supports faculty participation in seminars, workshops, and industry certifications outside the school.
6. There are grants available to the faculty for:
- () a. scholarships and fellowships
 - () b. research
 - () c. faculty exchange
 - () d. trainings and workshops
 - () e. others _____
- () 7. The institution encourages membership of faculty in professional organizations.
- () 8. Faculty and committee meetings are well attended.
- () 9. There is an item in the budget for faculty development.
- () 10. Innovative industry-academic linkage exists 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 for **J. Faculty Development**, rate the following:

- () a. Orientation program
- () b. In-service training
- () c. Formal study opportunities
- () d. Participation in professional organizations, seminars and meetings
- () e. Institutional support
- () f. Personal development

COMMENTS

K. FACULTY RELATIONSHIPS

ANALYSIS

With Fellow Faculty Members

- () 1. The faculty members 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, and
 - () b. promotes faculty welfare
- () 4. There are interdisciplinary/inter-college faculty discussions.
- () 5. There is collegial relationship among the faculty members.

With Administration

1. The faculty members are involved in the
 - () a. formulation/revision of the institution's purposes and objectives;
 - () b. policy-making; and
 - () 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 to 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 members participate in co-curricular/extra-curricular activities.
- () 4. The faculty members 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.

With industry/professional organization

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

EVALUATION

On the basis of the above analysis for **K. 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

L. 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 10,000			
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 for summer work, deductions, extra compensation for other assignments, etc. (Provide a copy of the salary scale and summer work deductions).

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

- 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.

6. The faculty members 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 at seminars/conferences is supported by:

- () a. allowed absences
- () b. payment of fees

() c. technical trainings

() d. others _____

EVALUATION

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

() a. Salaries

() b. Fringe benefits

COMMENTS

BEST FEATURES

RECOMMENDATIONS

SUGGESTED APPENDICES:

1. Faculty Profile
2. Summary Grid of Qualifications and Loading
3. Summary of Memberships in Professional and Civic Organizations
4. Faculty Research Program with List of Completed Research Projects
5. List of Faculty Involvement in Community Outreach Projects
6. Faculty Ranking/Promotion Policies
7. Loading Policies
8. Termination/Dismissal Procedures
9. Summary of Faculty Awards and Recognitions
10. Salary Scale or Plantilla

EVALUATION FORM A

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 creative and applied 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, combined laboratory and lectures, project presentations, peer critique of projects, discussion groups, and collaborative work are 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.

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

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

There should be an instructional supervision program which includes practical measures such as requirement of syllabi, visits to classes, informal dialogues with faculty and students, and 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.

To promote effectiveness of instruction, this area should cover matters such as coordination of curriculum offerings, curricular development and management, adoption of proper books, and organization of the faculty into departments or the like. 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 counselling. Persons in charge of academic counselling 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.

PRELIMINARY DATA:

1. Please provide a copy of the College Catalogue or the Bulletin of Information.
2. Give a summary of the enrollment by degree program and majors for the current year and the previous two school years.
3. Submit a copy of the Student Handbook or any school document where admission and retention policies are explained.

EXPLANATION

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:

The provisions or conditions are effectively implemented and are functioning excellently.

4 - Very Good:

The provisions or conditions are implemented and are functioning well.

3 - Good:

The provisions or conditions are moderately implemented and are functioning satisfactorily.

2 - Fair:

The provisions or conditions are implemented to a limited extent and are functioning minimally.

1 - Poor:

The provisions or conditions are not implemented and are not functioning.

O - Does not apply:

The provisions or conditions are not applicable.

COMMENTS

In the space allotted for comments, the Survey Team should include any remark concerning matters not sufficiently treated in the preceding Analyses 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 institution in the particular area.

RECOMMENDATIONS

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

A. CURRICULUM

ANALYSIS

1. 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

2. 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

- () 3. The school has a well-defined theoretical or conceptual framework (i.e., constructivist, student-centered, transformative) upon which its teaching-learning process is anchored.

- () 4. In each area of major concentration, the courses are arranged in logical sequence. There is no omission or needless overlapping of contents. Moreover, each subject contributes effectively to the development of the objectives in the area of concentration.

- () 5. The specific courses clearly define the intended/expected learning outcomes.

- () 6. There is evidence of the connectedness between and among the different course clusters (i.e., General Education courses with professional/major courses and electives).
- () 7. Initiatives are undertaken to foster inter-departmental collaboration to enrich curricular programs.
- () 8. There is evidence that the required prerequisites of the program of studies are clearly defined and strictly implemented.
- () 9. Course descriptions in the syllabi are consistent with those contained in the Bulletin of Information and other official school documents.
- () 10. There are provisions for adequate and relevant internships/field experience or practicum that support student learning and facilitate the achievement of learning outcomes.
- () 11. A system is in place for curriculum development, evaluation, and management.
- () 12. There is evidence of a planned and regular assessment of the curriculum.
- 13. Various stakeholders are involved in the evaluation of the curriculum: (check)
 - () a. faculty
 - () b. alumni
 - () c. students
 - () d. employers
 - () e. industry practitioners
- () 14. Curriculum review/assessment data are disseminated to concerned sectors and used for continuous instructional and program improvement.
- () 15. There is evidence of sustained interest in curricular innovations from both faculty and administrators.

- () 16. The program of studies reflects initiatives to introduce/expose students to international/global perspectives.

EVALUATION

On the basis of the above analysis for **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. Electives
- () f. System for evaluating the curriculum
- () g. Field experience or exposure

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, 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' creative and applied research capabilities.
 - () e. encourage both 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. combined laboratory and lecture
 - () c. class discussions
 - () d. project presentations

- () e. peer critique of projects
 - () f. field trips/exposure trips
 - () g. assemblies, symposia
 - () h. collaborative work
 - () i. on-the-job training/internship/practicum
 - () j. others _____
- () 5. The syllabi include appropriate and up-to-date bibliography of references, including journals and web sources, published within the last five (5) years.
 - () 6. The references listed in the syllabi must be available for students and faculty use in the library.
 - () 7. Minimum of 5 titles per course/subject should be part of the library collection.
 8. The teachers utilize instructional resources such as:
(Check)
 - () a. textbooks
 - () b. supplementary materials (i.e., films, journal articles, websites, research studies, electronic and non-electronic games)
 - () c. audio-visual aids
 - () d. information-communication technology (ICT)
 - () e. others _____
 - () 9. There is a person assigned to plan, implement, and coordinate with the work sites of the students' on-the-job trainings, practicum or internship programs.
 10. 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. documentation concept, design, reproduction
- () d. reflection papers
- () e. portfolios
- () f. peer critique
- () g. culminating activities
- () h. return demonstrations
- () i. others _____
- () 11. Written examinations follow the principles of test construction.
- () 12. Student assessment supports the program design in terms of its objectives, underlying philosophy and learning outcomes
- () 13. Instructors personally rate examinations and other requirements submitted by students.
- () 14. Students are informed at the beginning of the course regarding the basis for rating their performance.
- () 15. The method of arriving at the final mark is well-defined and known to students.
- () 16. Final marks are fair and objective appraisal of the students' performance throughout the entire course.
- () 17. Final marks on the grading sheets can be changed only by the instructor concerned, following standard procedures.
- () 18. Students are informed of their class standing regularly.
- 19. 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 fulfilment of degree requirements

- () b. recommending a change of course
- () c. provision for academic counselling
- () d. asking students to attend remedial classes
- () e. providing tutorials
- () f. others: _____

EVALUATION

On the basis of the above analysis for **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 written exams/projects
- () f. System of student assessment
- () g. Support for students with academic difficulties

COMMENTS

C. TEACHING-LEARNING ENVIRONMENT

ANALYSIS

- () 1. The teaching-learning environment is conducive to effective instruction.
- 2. The class atmosphere reflects: (Check)
 - () a. student engagement and participation
 - () b. rapport between teacher and students and among students
 - () c. self-discipline of teacher and students
 - () d. mutual respect
 - () e. cooperation between teacher and students and among students
 - () f. creative and collaborative works
 - () g. team dynamics
- () 3. Venues for instruction are well-equipped and appropriate to the subject.
- () 4. Adequate measures are taken to insure 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 teachers' absences.
- () 8. The teacher implements institutional policies and practices to ensure effective instruction.
- () 9. The teachers and students abide by grooming standards acceptable to industry.

CLASS SIZE

Class size	No. of Sections	Percent
20 students and below		
21 - 24		
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		

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

- () 10. Classroom layout encourages collaboration and group discussions.
- () 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.

EVALUATION

On the basis of the above analysis for **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 sizes

COMMENTS

D. ASSESSMENT OF LEARNING OUTCOMES

ANALYSIS

- () 1. The learning outcomes of each program define the knowledge, skill competencies, and values that students acquire from their educational experience.
- 2. The admission and retention policies facilitate the students':
 - () a. completion of the academic program
 - () b. attainment of learning outcomes
- 3. Recognition and encouragement are given to exceptional students by:
 - () a. inclusion in the Dean's list
 - () b. awarding of honors at stated intervals
 - () c. freedom from certain requirements

- () d. others _____
- () 4. Policies are in place to screen out students whose performance does not meet program standards.
- 5. The institution regularly monitors attainment of learning outcomes through:
 - () a. employability of graduates in various sectors
 - () b. employer satisfaction
 - () c. tracer studies
 - () d. others _____

EVALUATION

On the basis of the above analysis for **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 thought-out instructional supervision program:
 - () 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:
 - () 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 syllabus is updated periodically.
5. Effective instruction is ensured and sustained through:
 - () 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 all 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 programs.
- () 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 for **F. Co-curricular Programs**, rate the following:

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

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:
 - () 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 for **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

SUGGESTED APPENDICES:

1. Copy(ies) of Curricula under review or Bulletin of Information
2. Curriculum Map of current program against minimum requirements
3. List of Co-Curricular Organizations per program
4. Policies on Academic Consultation/Advising
4. Policies on Student Retention/Dismissal
5. Special Programs for Underachievers
6. List of Industry-Academe Linkages and Practicum Venues

EVALUATION FORM A

SECTION V

LABORATORIES

CONTENTS

- A. Rooms and Facilities
- B. Equipment and Supplies
- C. Maintenance, Improvement, and Safety
- D. Laboratory Personnel
- E. 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

Criteria:

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

A. Rooms and Facilities

Laboratory rooms should be spacious, well-ventilated, well-lighted and safe. Furniture arrangement should not obstruct traffic and facilities should be readily available when needed. Laboratory rooms should have adequate space and provisions for appropriate demonstrations and exhibits.

There should be kitchen laboratories, commercial kitchen for quantity food production, beverage laboratory, hotel and travel simulation laboratories. All these should be properly and adequately equipped according to the requirements of the courses.

The Computer Laboratories should have updated computer equipment and peripherals with appropriate and licensed software needed by students and faculty to acquire computer literacy and competence.

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.

B. 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. 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.

C. Maintenance, Improvement, and Safety

The College should continually maintain its technological laboratory facilities and equipment. It should also manifest its alertness to educational progress in technological fields by the improvement and expansion of its facilities and by the acquisition of up-to-date laboratory equipment, apparatus and supplies.

The laboratory fees are properly used for replacement of supplies and for improvement of apparatus.

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

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.

D. Laboratory Personnel

There should be a sufficient number of laboratory custodians/assistants available to maintain the laboratory. The skills, knowledge, and attitudes expected of these laboratory custodians and assistants should be clearly defined. Their duties and responsibilities should be clearly stated in the manual. There should also be evidence of continuous training and development for the laboratory personnel.

E. Policies and Operating Procedures

Policies and guidelines on the use and operation of all laboratories should be in place and are well-disseminated. For efficient use of resources, there is a need to properly schedule the use of these laboratories. Provisions should include computers equipped with software for virus protection, and proper labels and signs for safety purposes in the laboratories.

There should be a designated laboratory budget. Laboratory fees should be used for the purpose for which they are collected.

EXPLANATION

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

The laboratories to be evaluated are those being used by the students of the College or institution applying for accreditation. If more than one college of the institution make use of the same laboratories, the adequacy of space, equipment, supplies, the courses and number of classes using the laboratories should be considered in the 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:

The provisions or conditions are effectively implemented and are functioning excellently.

4 - Very Good:

The provisions or conditions are implemented and are functioning well.

3 - Good:

The provisions or conditions are moderately implemented and are functioning satisfactorily.

2 - Fair:

The provisions or conditions are implemented to a limited extent and are functioning minimally.

1 - Poor:

The provisions or conditions are not implemented and are not functioning.

0 - Does not apply:

The provisions or conditions are not applicable.

COMMENTS

In the space allotted for comments, the Survey Team should include any remark concerning matters not sufficiently treated in the preceding Analyses 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 on 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 institution in the particular area.

RECOMMENDATIONS

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

A. ROOMS AND FACILITIES

ANALYSIS

The laboratories are intended for the use of the following:

Students enrolled in degree programs in:

Hotel and Restaurant Management	_____
Tourism Management	_____
Non-Majors	_____
Outsiders	_____

Laboratory Rooms in General

- () 1. Laboratories, adequate in size for the students, are provided for.
- () 2. Separate storage space, under lock and key, is provided for flammable and toxic chemicals as a preventive measure against their misuse.
- 3. The laboratories
 - () a. are properly lighted.
 - () b. are well ventilated.
 - () c. have two or more exits.
- 4. 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 instructor
 - () 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 heights to be adjusted to average student height.
- () 5. Gas, water and electricity are readily available in rooms and places where their use would normally be demanded.

KITCHEN LABORATORIES

- () 1. There are adequate kitchen laboratories for all culinary course offerings.
- () 2. The kitchen laboratories have facilities for both hot and cold preparations as well as baking activities.
- () 3. It has provisions for cooking demonstrations.
- () 4. The kitchen laboratories are subdivided into completely-equipped unit kitchens.
- () 5. The facilities, equipment, kitchen gadgets, utensils and appliances of the individual unit kitchen conform to the requirements of the prescribed course. (Append list)
- () 6. The recommended class size for a kitchen laboratory is 20-25 students.
- () 7. The individual unit kitchen accommodates no more than seven students per unit.
- () 8. Each unit kitchen has provisions, facilities and appliances for International Cuisine or Specialty Cuisine.
- () 9. There are provisions for sanitation and garbage disposal.

COMMERCIAL KITCHEN FOR QUANTITY FOOD PRODUCTION

- () 1. The facilities, equipment, kitchen gadgets, utensils and appliances of the commercial kitchen conform to the requirements for quantity food production. (Append list)
- () 2. There are provisions for a dining area, including a complete set of dinnerware, utensils, glassware and serviceware.

BEVERAGE LABORATORY

- () 1. There is a fully-equipped bar set-up.
- () 2. The facilities, equipment, bar gadgets and tools, utensils and appliances of the individual unit kitchen conform to the requirements of the prescribed course.
- () 3. The recommended class size for a beverage laboratory is 20-25 students.
- () 4. There are provisions for storage of supplies and equipment.
- () 5. There are provisions for sanitation and garbage disposal.

HOTEL SIMULATION LABORATORY

- () 1. There are provisions for hands-on/simulation for front office with appropriate furniture, fixtures and equipment.
- () 2. There are provisions for hands-on/simulation for housekeeping with appropriate furniture, fixtures and equipment.

SIMULATION TRAVEL COUNTER

- () 1. There are provisions for a simulation travel counter which conforms to the requirements of the prescribed course.

COMPUTER LABORATORIES

- () 1. There are adequate computer laboratories for all computer course offerings.
- () 2. Computer laboratories are equipped with multimedia facilities for instructional purposes.
- () 3. Laboratories have enough provisions for independent work on a computer work station which has access to adequate software.
- () 4. Open source software and proprietary software are used.
- () 5. There are specialized laboratories for professional courses such as digital electronics, networking, logic design, multimedia, animation, game design, etc.
- () 6. Laboratory manuals are provided to enable students to accomplish independent work.
- () 7. A sufficient number of computer work stations are available for Internet access.
- () 8. A sufficient number of printers are available for student use.
- () 9. There are adequate open laboratories to enable students to accomplish projects and other course requirements.
- () 10. Appropriate facilities exist to support the instructional and scholarly activities of the faculty.
- () 11. The laboratories are properly illuminated, well-ventilated, and free from noise.
- 12. Furniture arrangement allows
 - () a. traffic to flow smoothly as students leave.
 - () 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 for **A. Rooms and Facilities**, rate the following:

- () a. Adequacy of the laboratories and resources in meeting the instructional and research needs of the students
- () b. Flexibility of operations of the computer laboratories
- () c. Laboratory layout and conditions

COMMENTS

B. EQUIPMENT AND SUPPLIES

ANALYSIS

- () 1. Equipment, tools, and materials conform to the requirements of the laboratory activities.
- () 2. Equipment and activities performed exceed the usual requirements of the courses given.
- () 3. There is evidence of improvised equipment and visual aids for demonstrating the basic principles of the course given.
- () 4. The equipment and supplies used are up-to-date and adequate for small groups of 5-7 students.

EVALUATION

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

COMMENTS

C. MAINTENANCE, IMPROVEMENT, AND SAFETY

ANALYSIS

- () 1. The equipment and machines are operational and made available on a continuous basis.
- () 2. There is an effective system for the proper upkeep and maintenance of equipment, e.g., computers, air-conditioning units, power regulators.
- () 3. There is evidence of annual or periodic acquisition or upgrading of equipment.
- () 4. There are provisions for the security of equipment and facilities.
- () 5. Laboratories are kept safe through fire and safety provisions.
- () 6. Entrance and fire exit doors are provided in the laboratories.
- () 7. There is a central circuit breaker.
- () 8. The equipment and wiring installation are properly laid out to ensure safety and comfort of users.
- () 9. There is a work area adjacent to the laboratory for computer technicians to provide timely support when needed.
- () 10. Cleanliness and orderliness are maintained in the laboratories.
- () 11. There is evidence of annual accession of new equipment beyond minimum requirements.
- () 12. The laboratory fees charged are adequate. (Append schedule of fees together with the percentage of income from fees used for (a) replacement of supplies, and (b) improvement of apparatus.)
- () 13. Kitchen floors are nonskid or at least not slippery.
- () 14. There is sufficient ventilation.

- () 15. Each kitchen laboratory has a master shut-off electrical switch and master shut-off valve for gas.
- () 16. A fire extinguisher is placed near the door so that students can avail themselves quickly of this equipment.
- () 17. Students are instructed in the use of the fire extinguisher.
- () 18. The building and laboratories have sufficient water supply during the day.
- () 19. There is an orientation program every term in laboratory safety for students and staff using or working in laboratories and shops.
- 20. A first-aid kit with neutralizing solution and safety chart is accessible in each laboratory room. Instructors and laboratory assistants have knowledge of their use and specifically for the treatment of
 - () a. burns from heat;
 - () b. cuts and bleeding; and
 - () c. burns from corrosive materials.
- () 21. Faculty and students wear complete and appropriate kitchen laboratory uniforms.
- () 22. Proper disposal of waste materials is observed.

EVALUATION

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

- () a. General appearance and maintenance of laboratory facilities and equipment
- () b. System of requisition
- () c. Safety provisions for the laboratories

COMMENTS

D. LABORATORY PERSONNEL

ANALYSIS

- () 1. There is evidence of adequate laboratory custodians or assistants to maintain the laboratory.
- () 2. The skills, knowledge, and attitudes expected of laboratory custodians and assistants are clearly defined.
- () 3. The duties and responsibilities of laboratory custodians and assistants are clearly stated.
- () 4. There is evidence of laboratory personnel training and development.

EVALUATION

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

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

COMMENTS

E. POLICIES AND OPERATING PROCEDURES

ANALYSIS

- () 1. There is a designated laboratory budget.
- () 2. Laboratory fees are used for the purpose for which they are collected.
- () 3. Policies and guidelines on the use and operation of all laboratories are in place and are disseminated.
- () 4. The use of laboratories are properly scheduled for efficient use of resources.
- () 5. There are proper labels and signs for safety purposes in the laboratories.
- () 6. Computers are equipped with software for virus protection.

EVALUATION

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

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

COMMENTS

BEST FEATURES

RECOMMENDATIONS

SUGGESTED APPENDICES

1. List of Laboratory Classes and Schedules of Use of Laboratories
2. List of Available Equipment, Tools and Utensils
3. List of Computer Software Licenses
4. Laboratory Policies and Procedures
5. Schedule and Collection Report of Laboratory Fees
6. Budget Allocation for Laboratory Use

SUPPLEMENT TO SURVEY FORM A
HOTEL & RESTAURANT MANAGEMENT AND
TOURISM MANAGEMENT PROGRAMS

GENERAL STATISTICAL SUMMARY

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

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

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	Program Administration	a	b	c				2		
D	Selection Policies	a							2	
E	Ranking and Promotion	a	b	c	d			2		
F	Teaching Assignments	a	b	c	d			2		
G	Faculty Research	a	b	c					1	
H	Community Service	a	b	c					1	
I	Teaching Performance	a	b	c					1	
J	Faculty Development	a	b	c	d	e	f		3	
K	Faculty Relationships	a	b	c	d	e			1	
L	Salaries and Fringe Benefits	a	b						2	
TOTAL									25	
AREA AVERAGE										

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

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		

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

STATISTICAL SUMMARY

SECTION V - LABORATORIES

DIV	TITLE OF DIVISION	EVALUATION			AVERAGE	WEIGHT VALUE	PRODUCT
A	Rooms and Facilities	a	b	c		3	
B	Equipment and Supplies	a				1	
C	Maintenance, Improvement, and Safety	a	b	c		2	
D	Laboratory Personnel	a	b			2	
E	Policies and Operating Procedures	a	b			1	
					TOTAL	9	
					AREA AVERAGE		

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