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

SUPPLEMENT TO SURVEY FORM A

INFORMATION TECHNOLOGY EDUCATION

2013

INFORMATION TECHNOLOGY EDUCATION PROGRAM

TABLE OF CONTENTS

EVALUATION FORM

SECTION I

VISION-MISSION-GOALS

CONTENTS

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

    B.   Specific Goals Distinctive of Each Program

    C.   Acceptance by the Academic Community

    D.   Agreement between Vision-Mission-Goals and Activities

NAME OF INSTITUTION: _____

       LOCATION: _____

PROGRAM(S)UNDER SURVEY:

☐ Computer Science   ☐ _____

☐ Information Technology   ☐ _____

☐ Information Systems   ☐ _____

ANALYSIS MADE BY:

_____   _____

_____   _____

_____   _____

EVALUATION MADE BY:

_____   _____
_____   _____

DATE COMPLETED:

_____   _____

EVALUATIVE CRITERIA

SECTION I

VISION-MISSION-GOALS

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

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

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

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

B.   Specific Goals Distinctive of Each Program

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

C.   Acceptance by the Academic Community

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

D.   Agreement Between Vision-Mission-Goals and Activities

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

EXPLANATION

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

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

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

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

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

ANALYSIS

( ) 1. The vision-mission-goals of the institution are clearly stated.

( ) 2. They are formulated for the institution as a whole.

( ) 3. The vision-mission-goals are in harmony with national goals and desirable Filipino cultural values.

( ) 4. They are adapted to the educational needs of the local, regional, national and international community.

( ) 5. The institution includes among its goals the completion of an adequate program of general education by each of its students.

( ) 6. The institution includes among its goals a specific program for the development of moral character and personal discipline in its students, properly integrated with the academic program.

( ) 7. The institution provides opportunities and resources for the guidance of its students towards the discovery of a satisfying and community-oriented vocation in life.

( ) 8. The institution is aware of the current social needs and has appropriate community involvement projects for the development of responsible citizens.

9. Provisions are made for institutional planning:

( )   a. short-range*

( )   b.   long-range

---

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

(   )   10.   The institution provides opportunities for alumni
                 to develop a continuing interest in their own
                 growth, as well as in the social enrichment of their
                 community.

(   )   11.   The vision-mission-goals of the institution are
                 published in a catalogue or prospectus.

(   )   12.   This catalogue or prospectus is readily available to
                 students and other interested persons.

(   )   13.   The vision-mission-goals are updated as needed.

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

ANALYSIS

        1.   For the _____ program:

              a.

              b.

              c.

              d.

              e.

        2.   For others

              a.

              b.

              c.

              d.

              e.

C. ACCEPTANCE BY THE ACADEMIC COMMUNITY

ANALYSIS

(   )   1.   Incoming members of the institution are informed of
             the vision-mission-goals through a proper orientation
             program.

(   )   2.   The current members of the academic community
             subscribe to the vision-mission-goals.

(   )   3.   Members of the academic community participate in
             any revision of the purposes and objectives.

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

ANALYSIS

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

(   )   a.   vision-mission-goals of the institution.

(   )   b.   specific goals for the college(s) under survey**

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

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

EVALUATION FORM

SECTION II

FACULTY

CONTENTS

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

NAME OF INSTITUTION: _____

          LOCATION: _____

PROGRAM(S) UNDER SURVEY:

    _____   _____

    _____   _____

ANALYSIS MADE BY:

    _____   _____

    _____   _____

    _____   _____

EVALUATION MADE BY:

    _____   _____

    _____   _____

DATE COMPLETED:

    _____   _____

EVALUATIVE CRITERIA

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 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 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 instructors should be sufficiently large to insure effective instruction and constant guidance of students. *

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

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

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

F. Research

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

**Normally, a teacher should not have a teaching load of more than 21 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.

J. Faculty Relationships

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

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

K. Salaries and Fringe Benefits

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

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

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

PRELIMINARY DATA

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

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 date of academic degrees.

3. License (where appropriate)

4. Rank (*e.g.,* instructor, professor, *etc.)*

5. Academic status (part-time, full-time, probationary, permanent, contractual, guest lecturer)

6. Special formal academic programs undertaken with names of institutions, units earned and dates taken, supported by pertinent documents.

7. Years of teaching experience in the college level in this institution and in other institutions including basic education with inclusive years of service, if applicable.

8. Any other experience or achievement related to the present teaching position, *e.g.,* practice in related professions, seminars or workshops participated in.

9. Memberships/involvements in learned professional, civic and community organizations, positions occupied and dates covered.

10. Titles and publication dates of pure and/or applied research undertaken. Indicate any other research engaged in, including theses.

11. Summary grid of class schedules and instructional loads currently being taught in this College. Subjects being taught, (total number of hours/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 qualification and loading should be submitted to the Accreditation Committee together with the Survey Form. Please accomplish Appendix C.

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	provisions or conditions are implemented and are functioning well
3 – Good	provisions or conditions are moderately implemented and are functioning satisfactorily
2 – Fair	provisions or conditions are implemented to a limited extent and are functioning minimally
1 – Poor	provisions or conditions are not implemented and are not functioning

COMMENTS

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

ANALYSIS

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

A. 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 above.

B. FOR EVERY COLLEGE/PROGRAM INVOLVING A SEPARATE PROFESSIONAL CORE OF TEACHERS

Each college/program (CS, IT, IS, Multimedia Arts, Animation, and Game Design) must prepare a separate table.

COLLEGE/PROGRAM _____

PRIVATE DEGREES COMPLETED	FULL-TIME FACULTY		PART-TIME FACULTY	
	NO.	%	NO.	%
Doctorate in discipline taught				
Doctorate in other fields				
Master's in field of specialization				
Master's in other fields				
Bachelor's degree				
TOTAL		100%		100%

COLLEGE/PROGRAM _____

NO. OF FACULTY ENROLLED	FULL-TIME FACULTY		PART-TIME FACULTY	
	NO.	%	NO.	%
working towards a Doctorate degree but lacks only the dissertation				
working towards a Doctorate degree				
working towards a Master's degree but lacks only thesis				
working towards a Master's degree				
TOTAL		100%		100%

C. INDUSTRY CERTIFICATION

LIST TITLES	YEAR ACQUIRED	PROVIDER

EVALUATION

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

( ) a. Percent of faculty with earned graduate degrees

COMMENTS

B. EDUCATIONAL AND PROFESSIONAL EXPERIENCE AND LENGTH OF SERVICE

ANALYSIS

1. Teaching Experience and Length of Service

YEARS OF EXPERIENCE	YEARS OF SERVICE			
	In this school		In other schools	
	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME
15 and above				
10 – 14				
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)

PRIVATE FULL-TIME FACULTY	SY 20__-__	SY 20__-__	SY 20__-__
Reasons for Turnover:			
Retirement			
Retrenchment			
Resignation			
Others (On Leave, etc.)			
Sub-total			
Reasons for changes in full-time faculty:			
Growth/Expansion			
Replacement			
New Programs			
Others			
Sub-total			
NET GAIN OR LOSS			

EVALUATION

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

( ) a. Qualifications of the faculty

( ) b. Teaching experience of the faculty member

( ) c. Extent of practice of profession outside of teaching

( ) d. Overall stability vis-à-vis turnover ratio

COMMENTS

C. SELECTION OF FACULTY MEMBERS

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.   industry certification and special training &
                 specialization
    ( )   d.   professional/industry experience
    ( )   e.   competence in the field of specialization
    ( )   f.   competence in communication
    ( )   g.   teaching ability
    ( )   h.   research output
    ( )   i.   social awareness and concern
    ( )   j.   personality/character
    ( )   k.   health

3. The selection process is participated in by: (check)

    ( )   a.   the President
    ( )   b.   the Dean
    ( )   c.   Department Heads/Chairpersons
    ( )   d.   other faculty members
    ( )   e.   others _____

4. The process of selection includes: (check)

    ( )   a.   psychological and personality tests
    ( )   b.   demonstration lessons
    ( )   c.   interview
    ( )   d.   confidential inquiries regarding qualifications of
                 applicant
    ( )   e.   background check from previous employer
    ( )   f.   others _____

( ) 5. The contract clearly specifies the terms of
        appointment/employment.

6. The final decision on appointment is made by _____.

EVALUATION

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

( ) a. Policies and procedures for faculty selection

COMMENTS

D. RANKING AND PROMOTION

ANALYSIS

1. Describe the ranking system used by the college (Attach a copy or indicate where this can be found). Specify the criteria for ranking and associated points for promotion.

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 procedure followed in the dismissal of a faculty member, including due process.

EVALUATION

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

( ) a. Ranking system

( ) b. Procedure for promotion

( ) c. Resignation procedure

( ) d. Dismissal/Termination procedure

COMMENTS

E. TEACHING ASSIGNMENTS

ANALYSIS

1. Describe or attach a copy of the process of determining teaching assignments (or indicate where this information can be found).

2. Give the regular/normal teaching load for full-timers: _____ units/week and _____ actual contract hours per week.

3. Each program must prepare a separate table.

Give the number and % of:

FACULTY	Total Number of Units Taught/Handled	Percent
FULL-TIME		
PART-TIME		
GRAND TOTAL		

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

( ) 4. The members of the faculty are given teaching assignments
       only in the field of their major or minor lines of
       specialization.

( ) 5. Class schedules are conducive to efficient teaching.

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

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

EVALUATION

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

( ) a. Alignment of teaching assignment to degrees

( ) b. System for assigning teaching loads

( ) c. Scheduling

( ) d. Provision for extra class responsibilities

COMMENTS

F. RESEARCH

ANALYSIS

( ) 1. There is adequate support for basic/or applied research
       and publication.

( ) 2. Faculty members conduct research and publish their
       research.

( ) 3. The institution publishes a research journal.

( ) 4. Faculty members publish in a peer reviewed or refereed
       journals.

( ) 5. Faculty participates in conferences, conventions and
       fora.

( ) 6. Faculty produce commercial applications and products.

EVALUATION

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

( ) a. Research outputs

COMMENTS

G. 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 project
    ( )   e.   others _____

EVALUATION

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

( ) a. Community involvement

COMMENTS

H. PERFORMANCE EVALUATION

ANALYSIS

1. Teaching competence can be seen in:

    ( )   a.   implementation of course objectives as given in syllabi
    ( )   b.   mastery of subject matter
    ( )   c.   preparation for classes
    ( )   d.   relevance of subject matter to current issues
    ( )   e.   use of library resources
    ( )   f.   use of exams, quizzes, projects, student portfolios and other forms of assessments
    ( )   g.   student evaluation
    ( )   h.   professional involvement and updating
    ( )   i.   attitudes and values
    ( )   j.   compliance with administrative requirements
    ( )   k.   attendance in classes

EVALUATION

On the basis of the above analysis of **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 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.   trainings and workshops
    ( )   d.   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 to support faculty
        development.

11. Personal development of the faculty:

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

EVALUATION

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

( ) a. 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

J. FACULTY RELATIONSHIPS

ANALYSIS

<u>With Fellow Faculty Members</u>

( ) 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/intercollege faculty
        discussions.

( ) 5. Collegial relationship among the faculty.

<u>With Administration</u>

1. The faculty are involved in

  ( ) a. the formulation/revision of the institution's purposes
         and objectives
  ( ) b. policy-making
  ( ) c. evaluation of the program/s

( ) 2. Academic committees include faculty members.

( ) 3. Communication lines between administration and faculty
        are open.

( ) 4. The principle of academic freedom to which the
        institution subscribes is clear to the faculty.

( ) 5. There is a provision for a grievance committee.

( ) 6. There are opportunities for faculty-administration
        dialogues.

<u>With Students</u>

( ) 1. Faculty members are responsive to students' needs.

( ) 2. Faculty members are available for academic advising and
        consultation.

( ) 3. The faculty participate in co-curricular/extra-
        curricular activities.

( ) 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.

With industry/professional organization

( ) 1. Faculty member are members of professional organizations.

( ) 2. Faculty members maintain collaborative relationships with
        industry partners.

EVALUATION

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

( ) a. Relationships with fellow faculty members

( ) b. Relationships with administration

( ) c. Relationships with students

( ) d. Relationships with other sectors of the school community

( ) e. Relationships with industry and professional organizations

COMMENTS

K. SALARIES AND FRINGE BENEFITS

ANALYSIS

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

PER MONTH	FOR 10 MONTHS	FOR 11 MONTHS	FOR 12 MONTHS
BELOW P 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 provisions for leaves (or attach copy as appendix).

    a.   vacation leave
    b.   study leave

c.   sabbatical
        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 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 conferences is supported by:

      ( ) a. allowed absences
      ( ) b. payment of fees
      ( ) c. technical trainings
      ( ) d. others _____

EVALUATION

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

( ) a. Salaries

( ) b. Fringe benefits

COMMENTS

BEST FEATURES

RECOMMENDATIONS

APPENDICES ATTACHED IN THE REPORT SHOULD AT LEAST INCLUDE THE FF:

1.   Summary on Faculty Information in tabular form:

      a.   Name

      b.   Academic degrees – with names of institutions which granted the degrees, and the major areas of concentration, date of academic degrees

      c.   Rank (e.g., instructor, professor, etc.)

      d.   Academic status (e.g., part-time or full-time, temporary, permanent)

2.   Individual Faculty Load and Schedule

3.   Listing of the progress of the faculty pursuing higher/graduate studies (specify those on thesis or dissertation stage)

4.   List of training workshops/seminars/conferences attended per faculty (for the last 3 years)

5.   Faculty Manual

6.   Report on Faculty attendance, tardiness, and make-up classes

EXHIBITS DURING THE VISIT SHOULD AT LEAST INCLUDE THE FF:

1. Faculty Information (per faculty)

    a. Full Name

    b. Academic degrees – with names of institutions which granted the degrees, and the major areas of concentration, date of academic degrees

    c. Rank (e.g., instructor, professor, etc.)

    d. Academic status (e.g., part-time or full-time, temporary, permanent)

    e. Number of semestral units of graduate studies in courses other than those which led to the degrees mentioned above in (b) – with the names of institutions in which these units were earned and dates when earned

    f. Years of teaching experience on college level in this institution; in other institutions (place, institution and year)

    g. Any other experience or achievement related to the present teaching position, e.g. practice in related professions; seminars or workshops participated in

    h. Memberships in learned civic and other professional organizations, dates and positions occupied

    i. Publications - titles and publication dates of books/or titles. Indicate any other research work in which you have engaged in, including theses

    j. Subject or subjects now being taught in this College

    k. Class schedule and instructional load in this College (e.g. total no. of hours per week)

    l. Other assignments in this institution

    m. Employment (including self-employment, if any) outside of this College; educational, professional or commercial (if teaching, give subjects, instructional load and name of institution)

n. Salary in this College (give salary basis, including the length of period – e.g. ten months a year – during which the salary is received)

o. Any other emoluments or benefits received from this College

p. Involvement in civic and community affairs

2. Faculty 201 Files

3. Faculty Research Budget

4. Research Policies and Guidelines

5. Faculty Research and Publications

6. Faculty Development Budget

7. Faculty Development Guidelines

8. Documentation on Faculty Trainings

9. Documentation on Faculty Community Service

10. Faculty Consultation Hours

11. Faculty Evaluation

12. Salary Scale

EVALUATION FORM

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

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 wholistic development of students.

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

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

C.   Teaching-Learning Environment

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

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

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

D.   Assessment of Learning Outcomes

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

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

E.   Supervision of Instructional Program

An instructional supervision program should exist which should include 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.

This area should cover 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. Instructional policies and programs should foster effective instruction.

F.   Co-Curricular Programs

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

G.   Academic Consultation/Advising

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

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

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

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   provisions or conditions are implemented and are functioning well

3 – Good	provisions or conditions are moderately implemented and are functioning satisfactorily
2 – Fair	provisions or conditions are implemented to a limited extent and are functioning minimally
1 - Poor	provisions or conditions are not implemented and are not functioning
0 - Does not apply	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 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 institution in the particular area.

RECOMMENDATIONS

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

A. CURRICULUM

ANALYSIS

( )   1. There is a clear description of the degree programs.

( )   2. There is a set of clear objectives for each degree
           program.

( )   3. Students are provided orientation about the degree
           programs and the objectives.

4.   The curricular goals and objectives are aligned with: (check)

   ( )   a.   national development goals
   ( )   b.   institutional vision-mission
   ( )   c.   school/college/departmental objectives
   ( )   d.   specific program objectives

5. Curricular goals include the following essential purposes of
   undergraduate education: (check)

      (   )   a.   building character
      (   )   b.   cultivating critical thinking
      (   )   c.   developing communication skills
      (   )   d.   preparing for a career
      (   )   e.   acquiring holistic development
      (   )   f.   preparing for responsible citizenship
      (   )   g.   preparing for a global community

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

( )   7. There is an appropriate set of general education
           courses, basic ITE core subjects, ITE professional/major
           subjects, ITE electives, and free electives.

( )   8. Students are given choices for ITE and free electives.

( )   9. Course codes and titles match the course description and
           contents.

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

(　) 11. There is evidence that the required prerequisites of the program of studies are clearly defined and strictly implemented.

(　) 12. There is evidence of the connectedness between and among the different course clusters (i.e. General Education courses with professional/major courses and electives).

(　) 13. There are provisions for adequate and relevant internships/field experience or practicum that support student learning and facilitate the achievement of learning outcomes.

(　) 14. There are provisions for appropriate and relevant thesis/capstone project/portfolio that support student learning and facilitate the achievement of learning outcomes.

(　) 15. There is a standard format used for course syllabi.

(　) 16. Course descriptions in the syllabi are consistent with those contained in the Bulletin of Information and other official school documents.

(　) 17. The course syllabi clearly define the intended/expected learning outcomes.

(　) 18. The course syllabi should indicate list of topics and schedule, grading scheme, and updated list of references.

(　) 19. Initiatives are undertaken to foster inter-departmental collaboration to enrich curricular programs.

(　) 20. A system is in place for curriculum development, evaluation, and management.

(　) 21. There is evidence of a planned and regular assessment of the curriculum.

22. Various stakeholders are involved in the evaluation of the curriculum: (check)

       (   )   a.   faculty
          (   )   b.   alumni
       (   )   c.   students
          (   )   d.   employers
       (   )   e.   industry practitioners

( ) 23. Curriculum review/assessment data are disseminated to concerned sectors and used for continuous instructional and program improvement.

( ) 24. There is evidence of sustained interest in curricular innovations from both faculty and administrators.

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

EVALUATION

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

( ) a. Alignment of curriculum with institutional vision-mission-goals and program goals/objectives

( ) b. Well-defined theoretical or conceptual framework of the teaching-learning process

( ) c. Clearly defined learning outcomes

( ) d. Breadth and depth of the curriculum

( ) e.   Choices for electives

( ) f.   Quality of field experience and thesis/project/portfolios

( ) g. System for evaluating the curriculum

COMMENTS

B. TEACHING-LEARNING PROCESS

ANALYSIS

(   )   1. The syllabi reflect the expected learning outcomes and
            the means to achieve them.

2. There is evidence that learning outcomes are achieved by
   encouraging: (check)

   (   )   a.   analytical, critical, scientific, and creative
                thinking
   (   )   b.   awareness of the institution's core values
   (   )   c.   social awareness and civic responsibility
   (   )   d.   appreciation of the humanities.

3. The instructional processes used: (check)

   (   )   a.   are reflective of the institution's teaching-
                learning framework
   (   )   b.   facilitate student learning of the subject matter
   (   )   c.   are suited to college-level instruction
   (   )   d.   enhance/strengthen students' scientific and
                research / creative and applied capabilities
   (   )   e.   encourage independent study and collaborative work
   (   )   f.   are related to actual life experiences and
                practices

4. Teachers make use of varied teaching-learning strategies such
   as: (check)

   (   )   a.   lectures
   (   )   b.   class discussions
   (   )   c.   student participation
   (   )   d.   project presentations
   (   )   e.   peer critique of projects
   (   )   f.   field trips/exposure trips
   (   )   g.   assemblies, symposia
   (   )   h.   collaborative work / cooperative learning
                activities
   (   )   i.   team teaching
   (   )   j.   on-the-job training/internship/practicum
   (   )   k.   thesis/capstone project/portfolios
   (   )   l.   others   _____

(   )   5. Integrated lecture and lab mode of delivery, rather
            than separate sessions for lecture and lab, is used.

( )   6. Individual and group design/development projects are
          required in the courses.

( )   7. Students are provided detailed specifications about the
          required projects for the courses.

( )   8. The medium of instruction prescribed by the school is
          followed in classes.

( )   9. Topics in the course syllabi are followed as scheduled.

( )   10. The syllabi include appropriate and up-to-date
          bibliography of references, including journals and web
          sources.

11.   The teachers utilize instructional resources such as: (check)

      ( ) a.   textbooks
      ( ) b.   supplementary materials (i.e. journal articles,
                films, websites, research studies, electronic and
                non-electronic games)
      ( ) c.   audio-visual aids
      ( ) d.   information-communication technology (ICT)
      ( ) e.   others   _____

( )   12. 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.

( )   13. There are faculty members assigned to advise and monitor
          students doing thesis/capstone projects/portfolios.

14.   Evaluation of student performance is done through a variety
      of appropriate assessment tools such as: (check)

      (   )   a. written/oral examinations
      (   )   b. research papers
      (   )   c. development projects
      (   )   d. documentations (concept, design, reproduction)
      (   )   e. reflection papers
      (   )   f. portfolios
      (   )   g. peer critiques
      (   )   h. culminating activities
      (   )   i. others   _____

( )   15. Written examinations follow the principles of test
          construction.

( ) 16. Student assessment supports the program design in terms of its objectives, underlying philosophy and learning outcomes.

( ) 17. Instructors personally rate examinations and other requirements submitted by students.

( ) 18. Students are informed at the beginning of the course regarding the basis for rating their performance.

( ) 19. The method of arriving at the final mark is well-defined and known to students.

( ) 20. Final marks are a fair and objective appraisal of the students' performance throughout the entire course.

( ) 21. Final marks on the grading sheets can be changed only by the instructor concerned, following standard procedures.

( ) 22. Students are informed of their class standing regularly.

23. Programs are in place to assist students with academic difficulties by: (check)

    ( ) a. reducing the academic load and/or extending the time limit for the fulfillment of degree requirements
    ( ) b. recommending a change of course
    ( ) c. provision for academic counseling
    ( ) d. asking students to attend remedial classes
    ( ) e. providing tutorials
    ( ) f. others _____

EVALUATION

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

( ) a. Quality of instructional processes

( ) b. Effectiveness of teaching methods

( ) c. Use of instructional resources and ICT

( ) d.   Evaluation of student performance

( ) e.   Quality of exams, projects, and thesis/portfolios

( ) f.   System of student assessment

( ) g.   Support for students with academic difficulties

COMMENTS

C. TEACHING-LEARNING ENVIRONMENT

ANALYSIS

( )   1. Schedule of classes are conducive to the students'
          learning.

( )   2. The teaching-learning environment is conducive to
          effective instruction.

3.   The class atmosphere reflects: (check)

( )   a.   student engagement and participation
( )   b.   creative and collaborative work
( )   c.   team dynamics
( )   d.   rapport between teacher and students and among
             students
( )   e.   self-discipline of teacher and students
( )   f.   mutual respect
( )   g.   cooperation between teacher and students and among
             students

( )   4. Adequate measures are taken to ensure punctual
          attendance of faculty and students in all scheduled
          instructional activities.

( )   5. Rules concerning class attendance are strictly enforced.
          A record is kept of the daily attendance of students.

( )   6. There is a provision for teachers to make up for missed
          classes.

( )   7. There is a system of substitution or special
          arrangements in cases of teacher absences.

( )   8. The teacher implements institutional policies and
          practices to ensure effective instruction.

CLASS SIZE

Class size	No. of Sections	Percent
20 students and below		
21 – 25		
26 – 30		
31 – 35		
36 – 40		
41 – 45		
46 – 50		
51 and above		

LABORATORY/STUDIO SIZE

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

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

( ) 9. Classroom layout encourages collaboration and group
        discussion.

( ) 10. Class sizes (in classrooms and laboratories) are
        conducive to effective teaching and learning.

( ) 11. The room sizes and acoustics are appropriate to the
        number of students.

( ) 12. Classrooms are well-lighted and properly ventilated.

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

EVALUATION

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

( ) a.   Class atmosphere

( ) b.   Class attendance of students and faculty

( ) c.   Classroom layout

( ) d.   Appropriateness of instructional venues to class size

COMMENTS

D. ASSESSMENT OF LEARNING OUTCOMES

ANALYSIS

( ) 1. The learning outcomes of each program define the
       knowledge, skills, competencies, and values that
       students acquire from their educational experience.

2. The admission and retention policies facilitate the students':
   (check)

   ( )   a.   completion of the academic program
   ( )   b.   attainment of learning outcomes

3. Recognition and encouragement are given to exceptional
   students by: (check)

   ( )   a.   inclusion in the Dean's list

( )   b.   assigning to honor sections
( )   c.   awarding of honors at stated intervals
( )   d.   freedom from certain requirements
( )   e.   others   _____

( )   4. Policies are in place to screen out students whose performance does not meet program standards.

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

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

( )   a.   employability of graduates in various sectors
( )   b.   employer satisfaction
( )   c.   tracer studies
( )   d.   others   _____

EVALUATION

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

( ) a.   Articulation of program learning outcomes

( ) b.   Admission and retention policies

( ) c.   Recognition of outstanding students

( ) d. Systems and procedures for determining attainment of learning outcomes

COMMENTS

E. SUPERVISION OF INSTRUCTIONAL PROGRAM

ANALYSIS

1. Effective supervision of instruction is ensured by the implementation of a well thought out instructional supervision program: (check)

   ( )   a.   supervisory class visitations
   ( )   b.   pre-and post-assessment/observation conferences
   ( )   c.   periodic evaluation of instruction
   ( )   d.   monitoring the quality of assessment tools
   ( )   e.   conduct of departmental meetings

2. Effective instruction is promoted by encouraging faculty to: (check)

   ( ) a. update themselves in the latest trends in disciplinal content and pedagogy
   ( ) b. actively involve themselves in educational/professional associations
   ( ) c. undertake creative and scholarly work in support of instruction
   ( ) d. get involved in social issues

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

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

5. Effective instruction is ensured and sustained through: (check)

   ( ) a. faculty evaluation by administrative heads/peers
   ( ) b. faculty self-evaluation
   ( ) c. faculty evaluation by students
   ( ) d. other feedback mechanisms

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

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

EVALUATION

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

( ) a.   Implementation of the instructional supervision program

( ) b.   Faculty evaluation mechanisms

( ) c.   Budget in support of instruction

COMMENTS

F. CO-CURRICULAR PROGRAMS

ANALYSIS

( )   1. Co-curricular activities contribute to the effectiveness of the teaching-learning process and the realization of learning outcomes.

( )   2. Programs are in place to encourage active participation of 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 program.

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

( )   7. Students are actively involved in the periodic evaluation of the co-curricular programs.

EVALUATION

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

( ) a. Complementation between curricular and co-curricular programs

( ) b. Extent of student involvement in co-curricular programs

COMMENTS

G. ACADEMIC CONSULTATION/ADVISING

ANALYSIS

( ) 1. The rationale for academic consultation/advising is clearly articulated and disseminated to faculty and students.

2. Faculty members are available for academic consultation/advising: (check)

   ( ) a. at scheduled consultation hours

   ( ) b. by appointment outside the scheduled consultation hours

( ) 3. Faculty members and/or advisers refer students to the Guidance Office when warranted.

( ) 4. There is a system of monitoring the effectiveness of the academic consultation/advising program.

EVALUATION

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

( ) a. Availability of academic consultation/advising services

( ) b. Effectiveness of academic consultation/advising services

COMMENTS

BEST FEATURES

RECOMMENDATIONS

APPENDICES ATTACHED IN THE REPORT SHOULD AT LEAST INCLUDE THE FF:

1. College Catalogue or Bulletin of Information containing curriculum under review

2. Curriculum Breakdown, with mapping versus minimum requirements

3. Curriculum Flowchart

4. List of ITE and Free Electives

5. Summary of Enrollment by degree program and majors (for the last 5 years)

6. Student Handbook

7. Admission and Retention Policies

8. List of Co-curricular Organizations per program

9. Policies on Academic Consultation/Advising

EXHIBITS DURING THE VISIT SHOULD AT LEAST INCLUDE THE FF:

1. Curriculum Development and Review Process

2. Curriculum Workshop Documentations

3. Attrition Rate Table (for the last 5 years)

4. Course Syllabi (GE and ITE)

5. List of Practicum Companies per SY (for the last 3 years)

6. Practicum Guidelines

7. Practicum Reports of Students

8. List of Thesis/Capstone Projects/Portfolios per SY (for the last 3 years)

9. Thesis/Capstone Project/Portfolio Guidelines

10. Sample Thesis/Capstone Projects/Portfolios

11. Compilation of Exams

12. Compilation of Machine Problem / Project Specifications

13. Sample Machine Problems / Project Specifications

14. Consultation Hours Schedule of Faculty members

15. Special Programs for Underachievers

16. Statistics on Underachievers (for the last 5 years)

17. Statistics on Honor Students (for the last 5 years)

18. List of Guidance Services

19. Documentation of Co-curricular and Extra-curricular Activities

EVALUATION FORM

SECTION V

LABORATORIES

CONTENTS

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

NAME OF INSTITUTION: _____

          LOCATION: _____

PROGRAM(S) UNDER SURVEY:

    _____   _____

    _____   _____

ANALYSIS MADE BY:

    _____   _____

    _____   _____

    _____   _____

EVALUATION MADE BY:

    _____   _____

    _____   _____

DATE COMPLETED:

    _____   _____

EVALUATIVE CRITERIA

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.   Facilities and Equipment

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.

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 special laboratories adequately equipped to meet the needs of the courses for which they are intended. Particular needs for courses in Computer Science, IT, IS, Multimedia, Animation and Game Design should be met.

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 in open labs. 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 courses offered.

B.   Maintenance, Improvement, and Safety

The college should not only continually maintain its Computer 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. It should cover areas related to safety and security of the users, equipment and facilities.

C.   Laboratory Personnel

Laboratory assistants or technicians are indispensable members of the laboratory staff; they relieve the classroom professor from routine maintenance and record-keeping duties. A specific development plan that outlines the training needs and competencies that lab personnel requires to adequately support the facility/ies and its users.

D.   Policies and Operating Procedures

There should be policies and procedures governing the use of fees/budget for laboratories. There should be policies and procedures for the use of the laboratory/ies in the college. Provisions on virus protection and software licenses be put into place.

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 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	provisions or conditions are implemented and are functioning well
3 – Good	provisions or conditions are moderately implemented and are functioning satisfactorily
2 – Fair	provisions or conditions are implemented to a limited extent and are functioning minimally
1 - Poor	provisions or conditions are not implemented and are not functioning
O - Does not apply	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 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 institution in the particular area.

RECOMMENDATIONS

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

A. FACILITIES AND EQUIPMENT

ANALYSIS

The laboratories are intended for the use of the following clientele:

Students enrolled in degree programs in
Computer Science/Information Technology/
Information Systems   _____

Students enrolled in Degree programs in
Multimedia Arts, Animation and Game Design _____

Non-Majors   _____

Outsiders   _____

( )   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 of **A. Facilities and
Equipment,** 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. MAINTENANCE, IMPROVEMENT, AND SAFETY

ANALYSIS

( )   1. The 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-conditioner, power regulators, etc).

( )   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.

EVALUATION

   On the basis of the above analysis of **B. 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

C. LABORATORY PERSONNEL

ANALYSIS

( )   1. There is evidence of adequate laboratory technicians or assistants to maintain the laboratories.

( )   2. The skills, knowledge, and attitudes expected of laboratory technicians and assistants are clearly defined.

( )   3. The duties and responsibilities of laboratory technicians and assistants are clearly stated.

( )   4. There is evidence of laboratory personnel training and development.

EVALUATION

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

( ) a. Availability of sufficient number of laboratory technicians/assistants

( ) b. Evidence of laboratory personnel training and development

COMMENTS

D. POLICIES AND OPERATING PROCEDURES

ANALYSIS

( )   1. There is a designated computer laboratory budget.

( )   2. Laboratory fees are used for the purpose for which they collected.

( )   3. Computer operations are flexible enough to allow students to complete assigned projects and machine problems on time.

( )   4. Policies and guidelines on the use and operation of computer laboratories are in place and are disseminated.

( )   5. The use of computer laboratories are properly scheduled for efficient use of resources.

( )   6. There are proper labels and signs for safety purposes in the computer laboratories.

( )   7. Computers are equipped with software for virus protection.

EVALUATION

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

( ) a. Utilization of computer laboratory fees

( ) b. Adequacy of policies and procedures for effective laboratory management

COMMENTS

BEST FEATURES

RECOMMENDATIONS

APPENDICES ATTACHED IN THE REPORT SHOULD AT LEAST INCLUDE THE FF:

1. Laboratory Development Plan

2. Laboratory Fees Collection (for the last 5 years)

3. Laboratory Budget (for the last 5 years)

4. Acquisition Process

5. List of Software used per course

6. Laboratory Layout

7. Utilization of laboratories by Students (for the last 3 years)

8. Laboratory Policies and Guidelines

EXHIBITS DURING THE VISIT SHOULD AT LEAST INCLUDE THE FF:

1. Evaluation of Laboratory Development Plan

2. Laboratory Budget Performance (for the last 5 years)

3. List of Acquired Hardware, Equipment, and Software acquired in the last 3 years

4. Actual Invoices/Receipts of Acquisition

5. Actual Software Licenses

6. Inventory of Hardware, Equipment, Software, and Furniture

7. Laboratory Schedules

8. Laboratory Manuals

9. Lab Personnel Development Plan

10. Duties and Responsibilities of Lab Personnel

11. Profile of Lab Personnel including Training Certificates

12. Evaluation of Laboratory Facilities and Services by students and other users

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 TRAINING

1. Teaching Experience

Designation	Institution	Dates	No. of Years

2. Professional Experience (other than teaching)

Designation	Institution	Dates	No. of Years

C. WEEKLY SCHEDULE

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

Time	Room	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

COMMENTS

D. PROFESSIONAL ACTIVITIES

1. Membership in Professional Organizations

_____   _____

_____   _____

_____   _____

2. Professional Reading

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

_____   _____

_____   _____

_____   _____

3. In-Service Courses

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

_____   _____

_____   _____

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

_____   _____

_____   _____

_____   _____

SUPPLEMENT TO SURVEY FORM A

INFORMATION TECHNOLOGY EDUCATION

GENERAL STATISTICAL SUMMARY

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

Sum of Products   = General Average
Sum of Weight Values

STATISTICAL SUMMARY

SECTION II - FACULTY

DIV	TITLE OF DIVISION	EVALUATION						AVERAGE	WEIGHT VALUE	PRODUCT
A	Academic Qualifications	a							4	
B	Educational and Professional Exeprience and Length of Service	a	b	c	d				4	
C	Selection of Faculty Members	a							2	
D	Ranking and Promotion	a	b	c	d				2	
E	Teaching Assignments	a	b	c	d				2	
F	Research	a							1	
G	Community Service	a							1	
H	Performance Evaluation	a	b	c					1	
I	Faculty Development	a	b	c	d	e	f		3	
J	Faculty Relationships	a	b	c	d	e			1	
K	Salaries and Fringe Benefits	a	b						2	
							TOTAL		23	
							AREA AVERAGE			

Sum of Products   = Area Average
Sum of Weight Values

STATISTICAL SUMMARY

SECTION III - CURRICULUM AND INSTRUCTION

DIV	TITLE OF DIVISION	EVALUATION							AVERAGE	WEIGHT VALUE	PRODUCT
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			

Sum of Products   = Area Average
Sum of Weight Values

STATISTICAL SUMMARY

SECTION V - LABORATORIES

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

Sum of Products   = Area Average
Sum of Weight Values

FACULTY PROFILE TEMPLATE:

LIST OF FACULTY MEMBERS AND SUBJECTS/UNITS TAUGHT

NAME	STATUS	HIGHEST DEGREE ATTAINED/ NAME OF INSTITUTION	YEAR OF GRADUATION/ SO Number / LICENSE Number WHERE APPLICABLE	GENERAL EDUCATION SUBJECTS	UNIT	*(Program)		*(Program)		*(Program)		Other Assignments	Unit Equivalent	TOTAL
						Professional Subjects	UNIT	Professional Subjects	UNIT	Professional Subjects	UNIT			

1. *Start with the faculty who have Graduate degrees followed by those without Graduate degrees.*

2. ** From columns 7- 9, indicate programs that are being visited by the PAASCU Team; add columns, if necessary.*