



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

**SUPPLEMENT TO SURVEY FORM A
MEDICAL TECHNOLOGY**

2000 Revised Edition

**2000
PAASCU**

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Philippine Accrediting Association of Schools, Colleges and Universities

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Supplement to Survey Form A Medical Technology 2000 Revised Edition

MEDICAL TECHNOLOGY

SECTION I

PURPOSES AND OBJECTIVES

CONTENTS

- A. Statement of Purposes and Objectives of the Institution
- B. Specific Objectives for Medical Technology
- C. Acceptance by the Faculty
- D. Agreement between Purposes and Objectives and their Implementation

NAME OF COLLEGE: _____

LOCATION: _____

ANALYSIS MADE BY:

EVALUATION MADE BY:

DATE COMPLETED:

EVALUATIVE CRITERIA

SECTION I

PURPOSES AND OBJECTIVES

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

An institution's purposes and objectives will determine the school's policies regarding the acceptance of students and the instructional program/s it will offer. These purposes and objectives should be determined in the light of the needs of the clientele which it intends to serve as well as the needs of the community in which it exists. They should be formulated not only for the institution as a whole, but also for the particular college/colleges for which accreditation is sought. These purposes and objectives should be clearly stated in a catalogue or prospectus which is readily available to prospective students and other persons concerned.

The institution should include among its objectives a well-integrated program for the development of moral character and personal discipline in its students. It should also insure the completion by its students of an adequate program of general education on the collegiate level, the guidance of each student 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 Objectives for Medical Technology*

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

C. *Acceptance by the Faculty*

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

D. *Agreement Between Purposes and Objectives and their Implementation*

The agreement between the stated purposes and the practices of the institution should be apparent. Purposes, 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 purposes to which it cannot direct its activities. Any claims made by the institution itself regarding the value and validity of its purposes, 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 purposes and objectives professed by the college under survey, (e.g., Liberal Arts, Commerce, 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 purposes and objectives indicates, not necessarily what the college already is, but what it is in process of becoming. The last part of the preceding statement should be carefully distinguished from mere hopes, promises or plans, in answering the question which follows below.

The important question, "Is there harmony between the actual educational practices and activities as seen in this college and the purposes and objectives?" 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 curriculum, Commerce, etc.) before directing the survey of the other eight areas.

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

A. STATEMENT OF PURPOSES AND OBJECTIVES
OF THE INSTITUTION

ANALYSIS

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

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

B. SPECIFIC OBJECTIVES FOR MEDICAL TECHNOLOGY

The institution professes the following specific objectives:

- () 1. The specific objectives are in consonance with the goals of the college/institution and with national requirements.
- () 2. The objectives emphasize clearly the development of a body of professional knowledge and the skills in instrumentation, research, and laboratory diagnostic methods and processes.
- () 3. The objectives clearly define the role of medical technologists in assisting the clinician in an accurate laboratory diagnosis, performing high standards of practice.
- () 4. The objectives provide opportunities for actual exposure to and training in medical technology services.
- () 5. The objectives clearly require the student's acquisition of knowledge and attitudes necessary to promote social, mental, and physical health appropriate to the community and the nation at large.
- () 6. The objectives are adequate and relevant to medical technology.

C. ACCEPTANCE BY THE FACULTY

ANALYSIS

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

D. AGREEMENT BETWEEN PURPOSES AND OBJECTIVES
AND THEIR IMPLEMENTATION*

ANALYSIS

- 1. There is harmony between actual educational practices and activities and the stated:
 - () a. purposes and objectives of the institution.
 - () b. specific objectives for Medical Technology.

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

MEDICAL TECHNOLOGY

SECTION II

FACULTY

CONTENTS

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

NAME OF INSTITUTION: _____

LOCATION: _____

ANALYSIS MADE BY:

EVALUATION MADE BY:

DATE COMPLETED:

*N.B. For Social Work, use instead the supplement for subsections A, B and F. For Computer Science, use instead the supplement for subsections A and B.

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 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.

the purposes and objectives of the College. Recommendations of the administration, faculty members, and students are considered in the application of the criteria. The system of tenure provides for an adequate probationary period.

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

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

E. Teaching 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 and Community Service

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.

*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.

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.

G. 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.

H. 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.

I. 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.

J. Salaries and Fringe Benefits

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

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

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

EXPLANATION

PRELIMINARY DATA

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

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

of institution)

14. Salary in this College (give salary basis, including the length of period - e.g. ten months a year - during which the salary is received)
15. Any other emoluments or benefits received from this College
16. Involvement in civic and community affairs
17. Any other information

NOTE:

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

ANALYSIS

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

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

EVALUATION

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

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

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

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

3 - Good:

the provisions or conditions are moderately extensive and functioning well.

2 - Fair:

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

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

1 - Poor:

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

M - Missing:

the provisions or conditions are missing but needed.

O - Does not apply:

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

COMMENTS

In the space allotted for comments, the Survey Team should include any remark concerning matters not sufficiently treated in the preceding Analysis and Evaluations and which should be taken into consideration in the overall evaluation of the area. Where there is a need, the Survey Team should use this space for an explanation of the use of the symbols M and O in the Analyses and the Evaluations just made.

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

BEST FEATURES

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

RECOMMENDATIONS

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

A. ACADEMIC QUALIFICATIONS

ANALYSIS

Note: In reporting degrees, use the individual's highest or most appropriate degree. **Each college/program must prepare a separate table.** (Only one degree per faculty should be counted)

- 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 (Registered Medical Technologist)				
TOTAL		100%		100%

- M.D. is equivalent to M.A./M.S.

- A full-time teacher is one who has a normal teaching load and spends the rest of the time in committee work, research, student consultations and other non-teaching activities.

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

Give the institution's definition of full-time status or indicate where this may be found.

2. FOR FACULTY MEMBERS TEACHING EXCLUSIVELY IN THE COLLEGE OF MEDICAL TECHNOLOGY

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

NO. OF FACULTY ENROLLED	FULL-TIME FACULTY		PART-TIME FACULTY	
	NO.	%	NO.	%
working towards Doctorate of which they lack only the dissertation				
towards Doctorate				
working towards Master's of which they lack only thesis				
towards Master's				
TOTAL		100%		100%

EVALUATION

() On the basis of the above analysis for A: Academic Qualifications, rate the percent of faculty with earned graduate degrees.

COMMENTS

B. EDUCATIONAL AND PROFESSIONAL EXPERIENCE AND LENGTH OF SERVICE ANALYSIS

1. Teaching Experience and Length of Service

YEARS OF EXPERIENCE	YEARS OF SERVICE			
	In this school		In other schools	
	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME
15 and above				
10 - 14				
5 - 9				
1 - 4				
Less than 1				
TOTAL				

2. Professional Experience (for professional areas)

YEARS	PRACTICE OF PROFESSION (outside of teaching)	
	FULL-TIME FACULTY	PART-TIME FACULTY
15 and above		
10 - 14		
5 - 9		
1 - 4		
Less than 1		
TOTAL		

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

FULL-TIME FACULTY	SY ____ - ____	SY ____ - ____	SY ____ - ____
Reasons for Turnover:			
Retirement			
Retrenchment			
Others (On Leave, etc.)			
Subtotal			
Reasons for changes in full-time faculty:			
Growth/Expansion			
Replacement			
New Programs			
Others			
Subtotal			
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. Teaching experience of the faculty member
- () b. Extent of practice of profession outside of teaching
- () c. Overall stability vis-à-vis turnover ratio

COMMENTS

C. SELECTION POLICIES

ANALYSIS

1. Describe the institution's policies on faculty selection. (Or indicate where this information can be found.)
2. Faculty selection gives due consideration to the following:
 - () a. Academic qualifications
 - () b. Passing board examination where applicable
 - () c. Professional experience
 - () d. Competence in the field of specialization
 - () e. Competence in communication
 - () f. Teaching ability
 - () g. Research output
 - () h. Social awareness and concern
 - () i. Personality/character
 - () j. Health
3. The selection process is participated in by: (check)
 - () a. the president
 - () b. the dean
 - () c. department heads
 - () d. faculty members
 - () e. others (specify) _____
4. The process of selection includes: (check)
 - () a. demonstration lessons
 - () b. interview
 - () c. confidential inquiries regarding qualifications of applicant
 - () d. others (specify) _____
- () 5. The contract clearly specifies the terms of appointment/employment.
6. The final decision on appointment is made by _____.

EVALUATION

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

COMMENTS

D. RANKING 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. Teaching ability
 - () b. Research and publications
 - () c. Special services to the college (with documents) and/or department
 - () d. Further educational attainment
 - () e. Community involvement
 - () f. Commitment to College's purposes and objectives
 - () g. _____
4. The following participate in the determination of ranks and promotions: (check)
 - () a. Dean
 - () b. Chairperson of department
 - () c. Other faculty members
 - () d. Others (specify) _____
- () 5. The length of the probationary period is adequate.
6. Describe the procedures for termination of employment.
7. Describe the procedure followed in the dismissal of a faculty member, including due process.

EVALUATION

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

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

COMMENTS

E. TEACHING ASSIGNMENT

ANALYSIS:

1. Describe the process of determining teaching assignments. (Or indicate where this information can be found.)
2. Give the regular/normal teaching load for full-timers:
_____ units/wk
3. Give the number and % of:

FACULTY	Total Number of Units Taught	Percent
FULL-TIME		
PART-TIME		

FACULTY WITH	Total Number of Units Taught	Percent
Doctorate		
Master's		
Bachelor's		

- () 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
 - () c. research
 - () d. others (specify) _____

EVALUATION

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

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

COMMENTS

F. RESEARCH AND COMMUNITY SERVICE

ANALYSIS

- () 1. There is adequate support for research and publication.
- () 2. Faculty members conduct research and publish products of their research.
- () 3. The faculty publishes a research journal.
- 4. Community involvement of faculty members is seen in:
 - () a. relating/integrating community needs in subject matter
 - () b. research
 - () c. participation in community projects
 - () d. others (specify) _____

EVALUATION

On the basis of the above analysis for F. Research and Community Service, rate the following:

- () a. Research outputs
- () b. Community involvement

COMMENTS

G. 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 trends/issues
 - () e. use of library resources
 - () f. student evaluation
 - () g. professional involvement and updating
- () 2. attitudes and values
- () 3. compliance with administrative requirements

EVALUATION

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

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

COMMENTS

H. 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. _____
- () 5. The institution supports faculty participation in seminars and workshops outside the school.
6. There are grants available to the faculty for:
 - () a. scholarships and fellowships
 - () b. research
 - () c. 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.

EVALUATION

On the basis of the above analysis for H. 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

COMMENTS

I. FACULTY RELATIONSHIPS

ANALYSIS

With Fellow Faculty Members

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

With Administration

- 1. The faculty are involved in
 - () a. the formulation/revision of the institution's purposes and objectives
 - () b. policy-making

- () 2. Academic committees include faculty members.
- () 3. Communication lines between administration and faculty are open.
- () 4. The principle of academic freedom to which the institution subscribes is clear to the faculty.
- () 5. There is a provision for a grievance committee.
- () 6. There are opportunities for faculty-administration dialogues.

With Students

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

With the Other Sectors of the School Community

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

EVALUATION

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

- () a. relationships with fellow faculty members
- () b. relationships with administration
- () c. relationships with students

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

COMMENTS

J. 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 6,000			
6,001 - 8,000			
8,001 -10,000			
10,001-12,000			
12,001-14,000			
14,001-16,000			
16,001-18,000			
18,001-20,000			
20,001 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 exhibit).

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

5. Describe the provisions for retirement and separation.

Indicate the amount and terms of retirement/separation benefits.

6. The faculty enjoy the following benefits:

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

7. Recognition for meritorious service is given by means of

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

8. Attendance at conferences is supported by:

- () a. allowed absences
 - () b. payment of fees
 - () c. others (specify)
-

EVALUATION

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

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

COMMENTS:

BEST FEATURES:

RECOMMENDATIONS:

MEDICAL TECHNOLOGY

SECTION III

INSTRUCTION

CONTENTS

- A. Program of Studies
- B. Instructional Procedures
- C. Classroom Management
- D. Academic Performance of Students
- E. Supervision for Effective Instruction
- F. Instructional Administration
- G. Co-curricular Activities
- H. Academic Counseling
- I. Internship Program in Medical Technology

NAME OF INSTITUTION: _____

LOCATION: _____

ANALYSIS MADE BY:

EVALUATION MADE BY:

DATE COMPLETED:

EVALUATIVE CRITERIA

A. Program of Studies

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

B. Instructional Procedures

The methods used in imparting instruction are employed with a view to guiding the student's self-realization through the development of his analytical and critical judgment and the stimulation of his social awareness. They are adapted to subject matter, situational needs and individual differences, and are conducted on a collegiate level. A variety of instructional procedures is normally to be expected, such as lectures, team-teaching, group techniques, etc. The college should make judicious use of a number of teaching devices, such as audio-visual aids, modern information technology, etc.

C. Classroom Management

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

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

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

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

for ordinary lecture courses involving recitation - 45
students
for language courses - 40 students
for purely lecture classes - depending on proper physical
facilities

D. Academic Performance of Students

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

E. Supervision for Effective Instruction

Supervision of instruction should include such practical measures as: requirement of syllabi, visits to classes, informal dialogues with faculty and students, evaluation of tests and examinations (both of questions and of the manner of correcting papers). The faculty should be encouraged to join seminars and educational associations, and to experiment, where feasible, with new approaches in teaching.

F. Instructional Administration

This area covers such matters as: coordination of curriculum offerings; their development and management; the adoption of the proper textbooks; the organization of the faculty into departments or the like, to promote effectiveness of instruction.

G. Co-curricular Activities

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

H. Academic Counseling

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

I. Internship Program in Medical Technology

It must be well-defined and properly implemented.

The program should cover a 12th-month training schedule in an affiliated government or private hospital laboratory. The internship schedule should be properly apportioned to the different sections of the laboratory services, such as: Phlebotomy and Clinical Chemistry, Clinical Microscopy, Microbiology, Parasitology, Hematology, Serology, Immunology, Blood Banking and Histopathology, including Exfoliative Cytology.

The internship training should develop in the student professional skills and a systematic application of scientific knowledge to actual life situations in the community, hospital and industry.

The Department of Health or its authorized agency shall approve laboratories for accreditation as training laboratories for Medical Technology students or post-graduate trainees upon satisfactory evidence that said laboratories possess qualified personnel and are properly equipped to carry out laboratory procedures.

PRELIMINARY DATA:

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

ANALYSIS

The Analysis indicates the provisions, conditions or characteristics found in good colleges. Not all of them, however, may specifically be necessary, or even applicable in every college. While a college may lack some of the items listed under Analysis, it may have other compensating features. The Analyses portion of this section are intended to provide the factual bases required for a fair evaluation of the different aspects of the school's instructional program.

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

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

EVALUATION

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

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

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

3 - Good:

the provisions or conditions are moderately extensive and functioning well.

2 - Fair:

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

1 - Poor:

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

M - Missing:

the provisions or conditions are missing but needed.

0 - Does not apply:

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

COMMENTS

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

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

BEST FEATURES

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

RECOMMENDATIONS

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

A. PROGRAM OF STUDIES

ANALYSIS:

- () 1. Provide a copy of the curriculum.
- 2. The program requirements:
 - () a. provide an adequate program of education for human and national development.
 - () b. implement the specific objectives of the institution.
 - () c. implement the specific objectives of the school's Medical Technology program.
 - () d. provide for interdepartmental relationships on the curriculum level.
 - () e. insure that the subjects correspond to the descriptions as given in the bulletin of the institution.
 - () f. require a sequence of subjects that is logical and realistic.
 - () g. insure that the required prerequisites are included in the program of studies.

- () h. provide adequately for field experience (practicum directly related to the professional role for which the students are being prepared).
- () i. promote the fulfillment of the specific objectives of the course through a suitable system of electives.
- () j. provide for a periodic reassessment of the program of studies.
- () k. involve the faculty and alumni in the formulation and the re-evaluation of the program of studies.
- () l. involve the fourth-year students in the re-evaluation of the program of studies.

EVALUATION

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

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

COMMENTS

B. INSTRUCTIONAL PROCEDURES

ANALYSIS

1. There is evidence that student self-realization is promoted by encouraging:
 - () a. analytical and critical judgment
 - () b. the attitude and techniques of investigation
 - () c. awareness of institutional values
 - () d. social awareness and other values
2. The instructional processes used are:
 - () a. adapted to the subject matter
 - () b. adapted to the student's capacity
 - () c. adapted to situational needs
 - () d. suited to college-level instruction
 - () e. coordinated with library work
 - () f. conducive to independent study
 - () g. related to actual life situations and practice
3. The teachers make judicious use of:
 - () a. textbooks
 - () b. supplementary materials
 - () c. student research projects and written reports
 - () d. field trips
 - () e. convocations or assemblies
 - () f. community activities
 - () g. audio-visual aids
 - () h. team teaching
 - () i. group techniques
 - () j. programmed instruction

- () k. on-the-job training/ apprenticeship
- () l. modern information technology
- () m. _____
- () 4. Evaluation of student performance is done through appropriate tests and examinations.

EVALUATION

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

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

COMMENTS

C. CLASSROOM MANAGEMENT

ANALYSIS

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

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

- () 7. The maximum size for language and professional courses is 40 students.
- () 8. In science laboratory work, there is one laboratory instructor for every 20 students.

CLASS SIZE

Class size	No. of Sections	Percent
10 students and below		
11 - 20		
21 - 30		
31 - 40		
41 - 50		
51 - 60		
61 and above		

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

EVALUATION

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

- () a. Class attendance of students and faculty
- () b. Class size
- () c. Academic atmosphere

COMMENTS

D. ACADEMIC PERFORMANCE OF STUDENTS

ANALYSIS

1. A variety of quality evaluation techniques are used; namely
 - () a. recitations
 - () b. written exams
 - () c. practical exams
 - () d. case analysis
 - () e. problem solving techniques
 - () f. simulation techniques
 - () g. others
- () 2. Instructors personally rate examinations and other requirements submitted by students.
- () 3. The method of arriving at the final mark is well-defined and known to students.
- () 4. Final marks are a fair appraisal of the students' performance throughout the entire course.
- () 5. Final marks on the grading sheets can be changed only by the instructor concerned, following standard procedures.
- () 6. Students are informed at the beginning of the course of the basis for rating their performance and grades are given periodically.
7. Describe the school's own admission and retention policies. (Or indicate where this information can be found.)
- () 8. The system of evaluation screens out students whose performance does not meet the requirements.
9. Recognition and encouragement are given to exceptional students by:
 - () a. awarding of honors at stated intervals
 - () b. freedom from certain requirements
 - () c. inclusion in the Dean's list
 - () d. assigning to honor sections
 - () e. _____
10. Encouragement is given to slow, but persevering students by:
 - () a. reduction of academic load and extension of the time limit for the fulfillment of degree requirements

- () b. recommending a change of course.
- () c. provision for academic counseling.
- () d. remedial classes

11. Indicate the performance of the graduates in government licensure examinations in the last five years, where this applies.

GOVERNMENT LICENSURE EXAM _____

Date of Board Examination	School's Passing Percentage	National Passing Rate

EVALUATION

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

- () a. System of student evaluation
- () b. Recognition of outstanding students
- () c. Provision for slow students

COMMENTS

E. SUPERVISION FOR EFFECTIVE INSTRUCTION

ANALYSIS

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

EVALUATION

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

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

COMMENTS

F. INSTRUCTIONAL ADMINISTRATION (for each college under survey)

ANALYSIS

- () 1. In each area of major concentration, the courses are arranged in logical sequence. There is no omission or needless overlapping in content. Moreover, each subject contributes effectively to the development of the objectives in the area of concentration. (Append outline showing the arrangement of courses).
- () 2. The academic administrator exercises sound judgment in the development and management of the curriculum.
- () 3. The academic administrator exercises supervision over the selection of textbooks and other instructional aids in use.
- () 4. Instructors submit a syllabus for each subject to the academic administrator or department chairperson for approval. This is updated periodically.
- () 5. The departmental system contributes to the effectiveness of instruction.
- () 6. There is evidence of sustained interest in curriculum development on the part of both faculty and administration.
- () 7. Deans and department chairpersons (or their equivalent) participate in the development of the budget for their area of instruction.

EVALUATION

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

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

COMMENTS

G. CO-CURRICULAR ACTIVITIES

ANALYSIS

- () 1. Co-curricular activities are given a proportionate role in the overall academic program.
- () 2. The school has a uniform policy regarding academic qualifications for participation in co-curricular activities.
- () 3. Academic requirements are not relaxed in favor of participation in co-curricular activities.
- () 4. Instructional schedules are not unduly interrupted by co-curricular functions.
- () 5. Indirect teaching is encouraged through symposia, lectures, exhibits, concerts, visual arts, and the overall atmosphere of the college.
- () 6. Students are involved in the formulation of the co-curricular program.
- () 7. Recognition is given to excellence in co-curricular activities.

EVALUATION

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

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

COMMENTS

H. ACADEMIC COUNSELING

ANALYSIS

- () 1. Students are oriented on the availability of academic guidance and counseling services.
- 2. Students have ready access to academic counseling:
 - () a. at scheduled consultation hours
 - () b. by appointment outside the scheduled consultation hours
- () 3. Students avail of the opportunity for academic counseling.
- () 4. Persons in charge of academic counseling (deans, chairpersons, class advisers, instructors, counselors) are available to students for consultation.
- () 5. These persons consult the guidance office with regard to their students.
- () 6. There is coordination among administration, faculty, and guidance personnel.
- () 7. Students of exceptional ability are guided to the maximum development of their potentials.
- () 8. Remedial assistance is made available.
- () 9. Upperclassmen assist in counseling freshmen.

EVALUATION

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

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

COMMENTS

I. INTERNSHIP PROGRAM IN MEDICAL TECHNOLOGY

ANALYSIS

- () 1. There is enough evidence of a close relation between theoretical knowledge and the internship training program which considers all areas of medical technology practice.
- () 2. The internship training programs of the affiliated laboratories are organized in consonance with the objectives of the program of studies.
- 3. The internship program is adequate and effective as evidenced by the following:
 - () a. Background knowledge in professional subjects is required of the students.
 - () b. Hospital/laboratory affiliation is accredited by the Bureau of Research and Laboratories of the Department of Health.
 - () c. The medical technology interns are trained by registered medical technologists competent in their respective areas.
 - () d. The ratio between laboratory teaching staff and students is at least one staff member for every ten students.

e. A clinical instructor from the affiliating school should stay in the laboratory for at least four hours.

- () 1) to monitor the interns' individual attendance and behavior.
- () 2) to follow up the interns' performance in the course of laboratory training.
- () 3) to coordinate and hold dialogues with the chief medical technologist/training offices and the professional staff to improve the training program.
- () 4. There is an existing affiliation contract between the college/institution and the hospital/health agency laboratory on the internship program.
- () 5. There is regular communication between the Pathologist and/or Head of the Medical Technology Department of the affiliating school/college.
- () 6. There is good working relations and open communication between and among clinical instructors and laboratory personnel.

EVALUATION

On the basis of the above analysis for H. Internship Program in Medical Technology, rate the following:

- () a. Relation of theoretical knowledge to the internship program.
- () b. Effectiveness of the Internship Training Program.

COMMENTS:

BEST FEATURES :

RECOMMENDATIONS :

MEDICAL TECHNOLOGY

SECTION IV

LIBRARY

COLLECTIONS

Categories of Library Holdings

Number of Titles

I. Foundation Courses specific to Medical Technology:

1. Physical Sciences

a. Physics _____

b. Chemistry _____

c. Mathematics _____

2. Biological Sciences

a. Botany and Zoology _____

b. Anatomy and Physiology _____

c. Biochemistry _____

d. Others _____

II. Professional and Related Medical Technology Courses

General Medical Technology Courses:

1. Histology _____

2. Parasitology _____

3. Hematology _____

4. Bacteriology _____

5. Toxicology _____

6. Histopathologic Technique and
General Pathology _____

7. Immunology and Serology _____

8. Blood Banking _____

- 9. Virology, Mycology _____
- 10. Clinical Microscopy _____
- 11. Clinical Chemistry _____
- 12. Medical Technology Laws and Laboratory Management _____
- 13. Endocrinology _____
- 14. Others _____

MEDICAL TECHNOLOGY

SECTION V

LABORATORIES

CONTENTS

- A. Rooms
- B. Equipment and Supplies
- C. Maintenance and Improvement
- D. Medical Technology Facilities, Equipment and Supplies
- E. Laboratories in Hospitals, Health Agencies and Communities

NAME OF INSTITUTION: _____

LOCATION: _____

ANALYSIS MADE BY:

_____	_____
_____	_____
_____	_____

EVALUATION MADE BY:

_____	_____
_____	_____
_____	_____

DATE COMPLETED:

EVALUATIVE CRITERIA

SECTION V

LABORATORIES

Criteria:

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

A. Rooms

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

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

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

There should be special laboratories adequately equipped to meet the needs of the science courses for which they are intended. Particular needs for courses in Biology, Zoology, Botany, Chemistry, Physics and Computer should be met.

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 and of the science courses offered.

C. Maintenance and Improvement

The college should not only continually maintain its science laboratory facilities and equipment in good condition; it should also manifest its alertness to educational progress in scientific fields by the improvement and expansion of its facilities and by the acquisition of up-to-date laboratory equipment, apparatus and supplies.

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

D. Medical Technology Facilities, Equipment and Supplies

The institution offering medical technology should have the standard laboratory facilities, equipment, and supplies for the following laboratory subjects and procedures: Clinical Chemistry, Microbiology, Serology, Immunology and Blood Banking, Histopathology, Hematology, Parasitology, Clinical Microscopy and Phlebotomy.

E. Laboratories in Hospitals, Health Agencies and Communities

There are special provisions for medical technology laboratories in Hospitals, Health Agencies and Communities. Special consideration should be given to these specific provisions.

EXPLANATION

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

The laboratories to be surveyed are those in use by the students of the college or institution applying for accreditation. Even though more than one college of the institution make use of the same laboratories, judgment, however, concerning the adequacy of space, equipment and supplies, the courses and number of classes using the laboratories should be kept in mind.

ANALYSIS

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

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

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

EVALUATION

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

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

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

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

3 - Good:

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

2 - Fair:

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

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

1 - Poor:

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

M - Missing:

the provisions or conditions are missing but needed.

0 - Does not apply:

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

COMMENTS

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

Where there is need, the Survey Team should use this space for the explanation of the use of the symbols M and O in the Analysis and the Evaluations just made. The Survey Team should always remember that the laboratories should be adequate "for the attainment of the objectives of the college."

BEST FEATURES

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

RECOMMENDATIONS

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

A. ROOMS

ANALYSIS

Science Lecture Rooms

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

Laboratory Rooms in General

- 1. Laboratories, adequate in size for the student enrollment, are provided as follows:
 - () a. For the general AB and BS courses, laboratories for Physics, Chemistry and the biological sciences
 - () b. For the AB and BS courses, majoring in either Physics, Chemistry or the biological sciences, laboratories for the respective fields of concentration
- () 2. Separate storage space, conveniently located, is provided for chemicals and for laboratory equipment and supplies.
- () 3. Separate storage space, under lock and key, is provided for inflammable and toxic chemicals as a preventive measure against their misuse.
- 4. The laboratories:
 - () a. are properly lighted
 - () b. are well-ventilated
 - () c. have two or more exits
- 5. Furniture arrangement allows:
 - () a. traffic to flow smoothly as students enter or leave

- () b. students to work freely without interfering with one another
- c. the 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
- () 6. Gas, water and electricity are readily available in rooms and places where their use would normally be demanded.

Specific Requirements:

Laboratory Rooms for Biology and Related Subjects

- () 1. Furniture is placed such that microscopes can receive light from the windows, unless microscope lamps are used.
- () 2. Rooms have at least two sinks (these may be at the sides), each with two faucets.
- () 3. There are gas and electrical outlets.
- () 4. There is space for pots, aquariums and life cultures where there is natural light.
- () 5. There is available garden space for procuring specimens and performing experiments.
- () 6. Microscopes, slides, charts etc. are stored apart from chemicals.
- () 7. There are glass cabinets to display specimens.
- () 8. There are shelves for materials needed for ready reference.

Laboratory Rooms for Chemistry

- () 1. Each laboratory table is provided with water and gas outlets per work area.
- () 2. In the basic courses, there are at most two students

assigned to each work area.

- () 3. In the advanced courses, electrical outlets are provided.
- () 4. Each laboratory table has at least one sink.
- () 5. Laboratory table tops are chemical-resistant.
- () 6. There are fume hoods wherever toxic and/or obnoxious gases are produced.
- () 7. Students have lockers - one per group of two students.
- () 8. Shelves are provided for storing chemicals or reagents which are made accessible to students.

Laboratory Rooms for Physics

- () 1. Work tables are sturdy, with table tops having overhangs for clamps.
- () 2. There are water sinks for student use.
- () 3. Each table has electrical outlets with voltages clearly indicated.
- () 4. There is provision for gas outlets.
- () 5. The laboratory room has a demonstration table fitted with gas and electrical outlets and a sink.
- () 6. The laboratory room may be darkened by shades or drapes for experiments.
- () 7. Fans (or air-conditioning units) are available when the room is darkened.

Laboratory Rooms for Computers

(List majors offered which require computer courses; list down computer facilities available for these courses.)

- () 1. There are adequate laboratory and computer resources for classwork and individual projects.

Safety

- () 1. Floors are nonskid or at least not slippery.
- () 2. There is sufficient ventilation to clear laboratory

- rooms of gases.
- () 3. Each room has a master shut-off electrical switch and master shut-off valve for gas.
 - () 4. A fire extinguisher (shower heads, sand buckets, etc.) is placed near the door so that students can avail themselves quickly of this equipment. (A rubber hose, permanently attached to a faucet is useful specially for eye and face wash.)
 - () 5. Students are instructed in the use of the fire extinguisher.
 - () 6. The building and laboratories have sufficient water supply during the day.
 - () 7. There is a provision for specific warning signs in laboratories where chemical, electrical or radiation experiments are performed or where machinery with moving parts is used along with the color coding of gas, steam, air and vacuum lines where appropriate.
 - () 8. There is an annual training program in laboratory safety for students and staff using, or working in, laboratories and shops.
 - () 9. A first-aid kit, charts and neutralizing solution are accessible in each laboratory room. Instructors and lab assistants have knowledge of their use and specifically of the treatment of:
 - () a. burns from heat.
 - () b. cuts and bleeding.
 - () c. burns from corrosive materials.
 - () 10. Experiments involving obnoxious gases are done using fume hoods.
 - () 11. There is general good housekeeping so that the rooms have a clean and orderly appearance. Students' tables are orderly and waste material is disposed of immediately after the experiment. Students have their apparatus neatly arranged on their tables or stored properly. There is daily janitorial service.
 - () 12. There is provision for proper disposal of biological specimens, chemicals and radioactive materials.
 - () 13. Sterile disposable gloves are used by students in handling clinical specimens.

- () 14. Electrical connections for experiments are first checked before connecting power supply.
- () 15. Radioactive materials are clearly marked RADIOACTIVE and have proper shielding, if dangerous. They are kept in a locked container.
- () 16. Plastic goggles are used by students in Chemistry when they observe potentially explosive, hot, caustic or molten material during experiments.
- () 17. Chemistry students use protective aprons or laboratory coats.
- () 18. Stockrooms for chemical supplies are provided with fire safety devices.
- () 19. X-rays, radioactive substances, laser light, ultra-violet light, etc. are handled only by properly trained personnel.

EVALUATION

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

- () a. Science lecture rooms
- () b. Laboratories in general
- () c. Biology laboratories
- () d. Chemistry laboratories
- () e. Physics laboratories
- () f. Computer laboratories
- () g. Safety provisions in the laboratories

COMMENTS

B. EQUIPMENT AND SUPPLIES

ANALYSIS

Note: Append to this form (1) a list of the fields of concentration offered by the institution (2) the latest list, by titles, of the experiments required in the courses for which the institution provides laboratories, and (3) the latest inventory of the equipment and supplies of each laboratory, e.g. Physics, Chemistry, Biological Sciences. (Or indicate where such lists may be found.)

- () 1. Apparatus, tools, and materials conform to the requirements of the experiments listed in (2) of the Note given above.
- () 2. Equipment and experiments performed exceed the usual requirements of the courses given.
- () 3. There is equipment for use in classroom demonstrations.
- () 4. There is evidence of improvised equipment and visual aids for demonstrating the basic principles of the course given.
- () 5. The equipment, apparatus, and supplies used are up-to-date and adequate for small groups of 2-5 students.

EVALUATION

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

COMMENTS

C. MAINTENANCE AND IMPROVEMENT

ANALYSIS

- () 1. The general appearance of the laboratories is neat and orderly.
- () 2. Equipment, apparatus and supplies are systematically stored in appropriate shelves, cabinets, etc.
- () 3. Materials not easily identified are properly labeled.
- () 4. Equipment is maintained according to technically correct procedures.
- () 5. The inventory is systematic and periodically updated.
- () 6. There is an efficient system of requisition.
- () 7. The laboratories are maintained in good condition.
- () 8. The laboratories have either "shops" or some system of repair or manufacture of equipment or apparatus.
- () 9. There is evidence of annual periodic accession of new equipment beyond minimum requirements.
- () 10. The laboratory fees charged are adequate.
(Append schedule of fees together with the percentage of income from fees used (a) for replacement of supplies and (b) for improvement of apparatus.)
- () 11. There is an adequate number of capable laboratory technicians or assistants.

EVALUATION

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

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

COMMENTS

D. MEDICAL TECHNOLOGY FACILITIES, EQUIPMENT AND SUPPLIES

The Medical Technology Department of the applicant school has the following standard laboratory facilities and equipment: (Check)

1. Clinical Chemistry

- () a. Photometer/Spectrophotometer/Chemistry analyzer
- () b. Stove
- () c. Water Bath Incubator /Heating Block
- () d. Drying Oven
- () e. Refrigerator
- () f. Interval Timer
- () g. Centrifuge
- () h. Balances (Triple beam, Analytical balance))
- () i. Necessary Glassware (beakers, flasks, test tubes, and serological pipets/micropipettors)
- () j. Chemicals, Reagents and Reagent Kits and Supplies for Laboratory Tests in:
 - () 1) Routine Blood Chemistry
 - () 2) Endocrinology
 - () 3) Toxicology

2. Microbiology

- () a. Autoclave
- () b. Incubator (35-37 degrees C)
- () c. Hot Air Oven
- () d. Centrifuge
- () e. Microscopes - one monocular microscope for every two (2) students or one binocular microscope for every five (5) students
- () f. Water Bath Incubator
- () g. Stove, Bunsen Burners/Alcohol Lamps

- () h. Balances (Triple Beam, Rough)
- () i. pH Meter
- () j. Necessary Glassware (Beakers, Petri Dishes, Flasks, Pipets and Micropipettors)
- () k. Inoculating Hood/Biological Hood
- () l. Inoculating Loops/Needles
- () m. GASPAK System
- () n. Culture Media (Routine, Selective, Differential, etc.)
- () o. Chemicals, Reagents, Stains and Supplies for Bacterial Culture and Identification
- () p. Antibiotic Disks for Sensitivity Testing
- () q. Refrigerator

3. Serology and Blood Banking

- () a. Water bath Incubators
- () b. Refrigerator
- () c. Serofuge
- () d. Centrifuge
- () e. Interval Timer
- () f. VDRL Rotator/Shaker
- () g. Microscopes - one monocular microscope for two (2) students or one binocular microscope for five (5) students
- () h. Necessary Glassware (Beakers, Test Tubes, Glass Slides, serological pipets and pipettors)
- () i. Typing Sera (ABO, Ph, etc.)
- () j. Chemicals, Reagents and Supplies for:
 - () 1) Blood Banking Procedures
 - () 2) Serological Tests and Immunological Tests

4. Histopathology

- () a. Microtome Set
- () b. Microscopes - monocular microscope for two (2) students and one binocular microscope for five (5) students
- () c. Paraffin Oven
- () d. Coplin Jars/Staining Dishes
- () e. Water Bath or Flotation Bath
- () f. Interval Timer
- () g. Chemicals, Reagents, and Supplies for:
 - () 1) Tissue Processing
 - () 2) Staining of Prepared Tissue Sections and Smears

5. Hematology

- () a. Microscopes - one monocular microscope for every two (2) students or one binocular microscope for every five (5) students
- () b. Disposable Blood Lancets
- () c. Disposable Needles/Syringe
- () d. Disposable Vacutainers
- () e. Blood Pipettes (WBD, RBC , Hemoglobin)
- () f. Hemacytometer/Hematology Analyzer
- () g. Microhemotocrit Centrifuge with Reader
- () h. Centrifuge
- () i. Spectrophotometer/Photometer
- () j. Capillary tubes or Capillets
- () k. Wintrobe Tubes
- () l. Sahli Hemoglobinometer Set
- () m. Westergren Tubes with Stand
- () n. Stopwatch

- () o. Necessary Glasswares (Test Tubes, Glass Slides, etc.)
- () p. Diluting Fluids, (WBC, RBC, Platelet, etc.)
- () q. Staining reagents for Blood Smear, Reticulocyte Count, etc.)
- () r. Differential Counter/Tally Counter
- () s. Chemicals, Reagents and Supplies for Routine Hematologic Tests
- () t. Water Bath Incubator

6. Parasitology

- () a. Microscopes - one monocular microscope for two (2) students and one binocular microscope for five (5) students
- () b. Centrifuge
- () c. Preserved Samples of Adult Worms/Intermediate Hosts
- () d. Preserved Slide Specimens of Ova, Cysts and other Parasitic Stages
- () e. Necessary Glassware (Glass Slides, Cover Slips, Beakers, etc.)
- () f. Chemicals, Reagents and Supplies for Routine and Special Tests in Parasitology

7. Clinical Microscopy

- () a. Microscopes - one monocular microscope for every two (2) students or one binocular microscope for every five (5) students
- () b. Urinometer/Refractometer
- () c. Centrifuge
- () d. Reagent Strips/Kits
- () e. Burners (Bunsen, Alcohol Lamps)
- () f. Refrigerator
- () g. Necessary Glassware (Test Tubes, Beakers, Flasks, etc.)

- h. Chemicals, Reagents and Supplies for:
 - () 1. Routine Urinalysis/Sen. Slide Method
 - () 2. Special Urine Examinations
- 8. Phlebotomy
 - () a. Disposable Needles/Syringes
 - () b. Disposable Lancets
 - () c. Disposable Vacutainers
 - () d. Tourniquet
 - () e. Capilllets
 - () f. Test Tubes
 - () g. Phlebotomy Tray
 - () h. Test Tube Racks
 - () i. Gum Labels/Glass Pencil
 - () j. Alcohol
 - () k. Sterile Cotton Balls
 - () l. First-Aid Kit
 - () m. Forceps immersed in antiseptic solution
 - () n. Sterile gloves
 - () o. Betadine tincture of merthiolate

EVALUATION

On the basis of the above analysis for D. Medical Technology Facilities, Equipment and Supplies, rate the following:

- a. Adequacy of Medical Technology equipment and supplies in the following laboratory subjects/procedures:
 - () 1. Clinical Chemistry
 - () 2. Microbiology
 - () 3. Serology, Immunology and Blood Banking
 - () 4. Histopathology

- () 5. Hematology
- () 6. Parasitology
- () 7. Clinical Microscopy
- () 8. Phlebotomy

COMMENTS

E. MEDICAL TECHNOLOGY LABORATORIES

IN

HOSPITALS, HEALTH AGENCIES AND COMMUNITIES

ANALYSIS

- () 1. There is at least one medical technologist for each of the sections of Clinical Chemistry, Clinical Microscopy, Microbiology, Parasitology, Hematology, Immunology and Serology, Blood Banking, Histopathology and Phlebotomy.
- () 2. There is adequate laboratory space to accommodate both staff and the medical technology interns.
- () 3. The equipment and supplies are proportional to the volume and type of examinations in the laboratory.
- () 4. Each section of the laboratory is utilized for training and can accommodate at most ten interns at any one time.
- () 5. There are sufficient specimen samples per section proportionate to the number of interns trained by the laboratory.
- 6. The hospitals utilized by medical technology interns have clear provisions for laboratory equipment and facilities in the following sections:
 - () a. Clinical Chemistry
 - () b. Clinical Microscopy
 - () c. Microbiology
 - () d. Parasitology
 - () e. Hematology

- () f. Blood Banking
- () g. Histopathology
- () h. Immunology and Serology
- () i. Phlebotomy

EVALUATION

On the basis of the above analysis for E. Medical Technology Laboratories in Hospitals, Health Agencies and Communities, rate the following:

- () a. Adequacy of laboratory equipment and supplies
- () b. Adequacy of medical technologists assigned per section of the laboratory
- () c. Adequacy of space
- () d. Sufficiency of specimens
- () e. Utilization of laboratory equipment and facilities by the medical technology interns
- () f. Existence of a well-defined training program

COMMENTS

BEST FEATURES:

RECOMMENDATIONS:

FACULTY

QUESTIONNAIRE FOR INDIVIDUAL STAFF MEMBERS

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

NAME _____ DEPARTMENT _____

RANK _____ SCHOOL _____

A. ACADEMIC AND PROFESSIONAL PREPARATION

Degrees	Educational Institution	Field of Specialization	Date

Special Training

B. EDUCATIONAL AND PROFESSIONAL EXPERIENCE

1. Teaching Experience

Designation	Institution	Dates	No. of years

2. Professional Experience (other than teaching)

Designation	Institution	Dates	No. of years

C. WEEKLY SCHEDULE

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

Time	Room	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

COMMENTS

D. PROFESSIONAL ACTIVITIES

1. Membership in Professional Organizations

_____	_____
_____	_____
_____	_____
_____	_____

2. Professional Reading

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

_____	_____
_____	_____
_____	_____
_____	_____

3. In-Service Courses

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

_____	_____
_____	_____
_____	_____

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

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SUPPLEMENT TO SURVEY FORM A
FOR THE MEDICAL TECHNOLOGY PROGRAM

GENERAL STATISTICAL SUMMARY

SECTION	TITLE OF SECTION	AVERAGE	WEIGHT VALUE	PRODUCT
I - A	College/University Community Involvement		4	
II	Faculty		6	
III	Instruction		6	
IV	Library		4	
V	Laboratories		5	
VI	Physical Plant		2	
VII	Student Services		4	
VIII	Administration		3	
TOTAL			34	
GENERAL AVERAGE				

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

= Common Areas

STATISTICAL SUMMARY

SECTION II - FACULTY

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

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

STATISTICAL SUMMARY

SECTION III - INSTRUCTION

DIV	TITLE OF DIVISION	EVALUATION					AVERAGE	WEIGHT VALUE	PRODUCT
		a	b	c	d	e			
A	Program of Studies	a	b	c	d	e		2	
B	Instructional Procedures	a	b	c				2	
C	Classroom Management	a	b	c				1	
D	Academic Performance of Students	a	b	c				2	
E	Supervision for Effective Instruction	a	b					2	
F	Instructional Administration	a	b	c	d			2	
G	Co-curricular Activities	a	b					1	
H	Academic Counseling	a	b					1	
I	Internship Program in Medical Technology	a	b					2	
							TOTAL	15	
							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	a	b	c	d	e	f	g			2	
B	Equipment and Supplies	a									3	
C	Maintenance and Improvement	a	b	c							2	
D	Medical Technology Facilities, Equipment and Supplies	a1	a2	a3	a4	a5	a6	a7	a8		2	
E	Laboratories in Hospitals, Health Agencies and Communities	a	b	c	d	e	f				2	
TOTAL											11	
AREA AVERAGE												

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