



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

**SUPPLEMENT TO SURVEY FORM A
NUTRITION**

PAASCU

Philippine Accrediting Association of Schools, Colleges and Universities

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SECTION I

PURPOSES AND OBJECTIVES

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- A. Statement of Purposes and Objectives of the Institution
- B. Specific Objectives for Nutrition Program
- 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 Distinctive of Each College*

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.

<p>* Short-range plans are designed to reflect the temper of our changing society.</p>
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- () 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.

B. SPECIFIC OBJECTIVES FOR NUTRITION PROGRAM

ANALYSIS

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

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 the program/college under survey

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

SECTION II

FACULTY

CONTENTS

- A. Academic Qualifications
- B. Teaching and Professional Exposure/
Length of Service
- C. Teaching Assignment

NAME OF INSTITUTION: _____

LOCATION: _____

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. Teaching and Professional Exposure/Practice and Length of Service

The staff should have experience in college teaching and in the practice of the profession.

C. 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.

* 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.

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.

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.

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

BEST FEATURES

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

RECOMMENDATIONS

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

A. ACADEMIC QUALIFICATIONS

ANALYSIS

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

A.1 FOR FACULTY MEMBERS TEACHING EXCLUSIVELY IN THE NUTRITION PROGRAM

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

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

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

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

Indicate special training undertaken by faculty members or outstanding achievement in their fields of specialization.

A.2 FACULTY MEMBERS PURSUING GRADUATE DEGREES

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

Indicate non-degree professional courses being taken by faculty members.

EVALUATION

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

COMMENTS

**B. TEACHING AND PROFESSIONAL EXPOSURE/PRACTICE
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 Practice (Outside of Teaching)

YEARS	PROFESSIONAL PRACTICE	
	FULL-TIME FACULTY	PART-TIME FACULTY
15 and above		
10 - 14		
5 - 9		
1 - 4		
Less than 1		
TOTAL		

(*Dietetics, public health/community nutrition, food service, research, program planning and management)

EVALUATION

On the basis of the above analysis for B. Teaching and Professional Practice/Exposure and Length of Service, rate the following:

- () a. Teaching experience of the faculty member
- () b. Extent of professional practice and exposure outside of teaching
- () c. Professional subjects are taught by Licensed Nutrition Dietitians

COMMENTS

C. 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 total number of units taught and % handled by the faculty in professional courses.

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

- () 4. The members of the faculty are given teaching assignments only in their fields of specialization.

EVALUATION

() On the basis of the above analysis for C. Teaching Assignments, rate the system for assigning teaching loads.

COMMENTS

BEST FEATURES

RECOMMENDATIONS

SECTION III

INSTRUCTION

CONTENTS

- A. Program of Studies
- B. Instructional Procedures
- C. Classroom Management
- D. Academic Performance of Students
- E. Field Practice
- F. Supervision for Effective Instruction
- G. Co-curricular Activities
- H. Academic Counseling

NAME OF INSTITUTION: _____

LOCATION: _____

COLLEGE(S) UNDER SURVEY:

ANALYSIS MADE BY:

EVALUATION MADE BY:

DATE COMPLETED:

EVALUATIVE CRITERIA

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.

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.

Classroom Management

The rules and practices relating to classroom management should be conducive to effective instruction. 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. Record management should be maintained.

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

* *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

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

D. Academic Performance of Students

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

E. Field Practice

Field practice responds to students needs for learning experiences. The training programs of the affiliate institution should be planned in accordance with the specific learning goals towards which students' experiences are directed. There should be a close tie-up between theoretical knowledge and the practical training program.

F. 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.

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.

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.

O - Does not apply:

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

COMMENTS

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

BEST FEATURES

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

RECOMMENDATIONS

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

A. PROGRAM OF STUDIES

ANALYSIS

- () 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 Nutrition-Dietitics 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 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 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. Practicum
- () 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. modern information technology
- () k. field practice
- () 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 of the daily attendance of students is kept.
- () 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. The maximum class size for a kitchen laboratory is 20 students. Laboratory classes with more than 25 students have additional laboratory assistants.

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. _____
() e. _____
- () 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 of the basis for rating their performance at the beginning of the course and grades are given periodically.
- () 7. The system of evaluation screens out students whose performance does not meet the requirements.
8. 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. _____

9. Encouragement is given to slow, but persevering students by:

- () a. reducing their academic load and extending the time limit for the fulfillment of degree requirements.
- () b. recommending a change of course.
- () c. providing for academic counseling.
- () d. _____

10. 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

COMMENT

Describe the school's own admission and retention policies.
(Or indicate where this information can be found.

E. FIELD PRACTICE

ANALYSIS

- () 1. There is evidence of field practice which responds to students' needs for learning experiences.
- () 2. The training programs of the affiliate institution are planned and organized in accordance with the specific learning goals towards which the students' experiences are directed.
- () 3. Field experiences in various practicum sites are adequate and effective as evidenced by the following:
 - () a. theoretical knowledge in professional subjects is required of the students.
 - () b. students are trained by professionals competent in their respective fields.
 - () c. there is regular dialogue between participating agencies/institution/communities and the faculty to improve the field experiences of the students.
- () 4. There is evidence of a close tie-up between theoretical knowledge and the practical training program.
- () 5. The faculty provides guidance and supervision to meet individual student learning experiences.
- () 6. There is a qualified teaching supervisor.

- () 7. There is evidence that field practice resources are varied and adequate.
- () 8. There is a monitoring system effected by the school to ascertain achievement of learning outcomes.
- () 9. Safeguards are taken to protect the welfare of the trainees in the practicum sites.

PRACTICUM

Please fill in the following table.

	NAME OF INSTITUTION	NUMBER OF HOURS
Accredited Hospital		
Public Health institution/agency		
Food Service establishment		
Others		

EVALUATION

On the basis of the above analysis for E. Field Practice, rate the following:

- () a. Relation of theoretical knowledge to field practice.
- () b. Effectiveness of the field practice.

COMMENTS

F. 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. setting a minimum number of 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 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 F. *Supervision for Effective Instruction*, rate the following:

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

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 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 themselves 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

BEST FEATURES

RECOMMENDATIONS

SECTION V
LABORATORIES

CONTENTS

- A. Facilities, Equipment and Supplies
- B. Maintenance and Improvement

NAME OF INSTITUTION: _____

LOCATION: _____

COLLEGE(S) UNDER SURVEY:

ANALYSIS MADE BY:

EVALUATION MADE BY:

DATE COMPLETED:

EVALUATIVE CRITERIA

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, Equipment and Supplies for the Nutrition Program*

There should be special laboratories adequately equipped to meet the needs of the professional courses for which they are intended. The institution offering the nutrition program should have the standard laboratory facilities, equipment, and supplies that conform to the requirements of the program, such as the scientifically oriented food Laboratory, an institutional management laboratory, kitchen laboratory and others. Equipment and supplies for each of the laboratory courses should allow students to work in small groups.

B. *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.

EXPLANATION

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

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

ANALYSIS

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

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

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

EVALUATION

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

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

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

3 - Good:

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

2 - Fair:

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

1 - Poor:

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

M - Missing:

the provisions or conditions are missing but needed.

O - Does not apply:

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

COMMENTS

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

BEST FEATURES

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

RECOMMENDATIONS

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

**A. FACILITIES, EQUIPMENT AND SUPPLIES
FOR THE NUTRITION PROGRAM**

ANALYSIS

1. There are provisions for:
 - () a. a scientifically oriented food laboratory.
 - () b. an institutional management laboratory (e.g., a tea room, coffee shop, small canteen or cafeteria).
- () 2. The institutional management laboratory has a kitchen and other facilities independent of the food laboratory.
- () 3. The Kitchen Laboratory is subdivided into completely equipped unit kitchens.
- () 4. It has provisions for cooking demonstrations.
- () 5. The facilities, equipment, kitchen gadgets, utensils and appliances of the individual unit kitchen conform to the requirements of the prescribed course. (append list)
- () 6. The recommended class size for a kitchen laboratory is 20-25 students.
- () 7. The individual unit kitchen accommodates no more than seven students per unit.
- () 8. It has provisions, facilities and appliances for International Cuisine.
- () 9. The Kitchen Laboratory has provisions for dining.
- () 10. The equipment and supplies of the food laboratory are oriented to special diet preparation.
- () 11. Safety practices are integrated in foods and food service courses.
- () 12. There are provisions for sanitation and garbage disposal.

EVALUATION

On the basis of the above analysis for B. Facilities, Equipment and Supplies for the Nutrition program, rate the following:

- () 1. Adequacy of the laboratories, equipment and supplies.
- () 2. Utilization of the laboratories

COMMENTS

B. 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. There is evidence of annual periodic accession of new equipment beyond minimum requirements.
- () 9. 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.)
- () 10. There is an adequate number of a 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**BEST FEATURES****RECOMMENDATIONS**

SUPPLEMENT TO SURVEY FORM A
FOR THE NUTRITION 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		4	
VI	Physical Plant		2	
VII	Student Services		4	
VIII	Administration		3	
TOTAL			33	
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	Teaching and Professional Exposure / Length of Service	a	b	c		4	
C	Teaching Assignments	a				2	
					TOTAL	10	
					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	Field Practice	a	b					2	
F	Supervision for Effective Instruction	a	b					2	
G	Co-curricular Activities	a	b					1	
H	Academic Counseling	a	b					1	
							TOTAL	13	
							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	Facilities, Equipment and Supplies	a	b			3	
B	Maintenance and Improvement	a	b	c		2	
TOTAL						5	
AREA AVERAGE							

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

