



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

**SUPPLEMENT TO SURVEY FORM A
RADIOLOGIC TECHNOLOGY**

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Philippine Accrediting Association of Schools, Colleges and Universities

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RADIOLOGIC TECHNOLOGY

SECTION I

VISION-MISSION-GOALS

CONTENTS

- A. Statement of Vision-Mission-Goals of the Institution
- B. Specific Goals for Radiologic Technology
- C. Acceptance by the Academic Community
- D. Agreement between Vision-Mission-Goals and Activities

NAME OF COLLEGE: _____

LOCATION: _____

ANALYSIS MADE BY:

_____	_____
_____	_____
_____	_____

EVALUATION MADE BY:

_____	_____
_____	_____
_____	_____

DATE COMPLETED:

EVALUATIVE CRITERIA

SECTION I

VISION-MISSION-GOALS

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

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

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

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

B. Specific Goals for Radiologic Technology

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

C. Acceptance by the Academic Community

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

D. Agreement Between Vision-Mission-Goals and Activities

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

EXPLANATION

The Evaluation Survey Team should fill out Divisions A to C of this Form before the survey of the other areas is undertaken. The other areas will be evaluated in the light of the 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 vision-mission-goals indicates, not necessarily what the college already is, but what it is in process of becoming. The last part of the preceding statement should be carefully distinguished from mere hopes, promises or plans, in answering the question which follows below.

The important question "Is there harmony between the actual educational practices and activities as seen in this college and the vision-mission-goals?" serves as an indicator of fidelity to the purposes and objectives for the survey of the other areas. The propositions contained within Divisions A, B and C of the Survey Form describes 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 VISION-MISSION-GOALS OF THE INSTITUTION

ANALYSIS

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

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

- () 10. The institution provides opportunities for alumni to develop a continuing interest in their own growth, as well as in the social enrichment of their community.
- () 11. The vision-mission-goals of the institution are published in a catalogue or prospectus.
- () 12. This catalogue or prospectus is readily available to students and other interested persons.
- () 13. The vision-mission-goals are updated as needed.

B. SPECIFIC GOALS FOR RADIOLOGIC TECHNOLOGY

ANALYSIS

1. For the Radiologic Technology Program:

The primary objective of Radiologic Technology educational program is to provide integrated and sequential didactic and clinical experiences, which qualify the graduates for entry into the profession. These learning experiences must lead to the attainment of the following terminal competencies:

Determine the radiographic needs of any patient referred for examination through:

- () a. recognition of areas which structure is to be examined.
- b. specification of which definitive radiographic procedures are indicated and performed on the following:
 - () i. musculo-skeletal system
 - () ii. gastrointestinal system
 - () iii. respiratory system

- () iv. urinary system
- () v. cardiovascular system
- () vi. reproductive system
- () vii. nervous system
- () viii. endocrine system

2. Execute specific radiographic examination which:

- () a. includes realistic goals in term of diagnosis
- () b. engages the greatest possible degree of patient motivation and cooperation during examination;
- () c. is within resources constraints;
- () d. contains specificity and comprehensiveness appropriate to the level of the radiologist/technologist who will perform the exam.
- () e. is adequately documented on the radiograph

3. Execute other modalities for Radiologic technology such as:

- () a. radiotherapy
- () b. nuclear medicine
- () c. computerized tomography
- () d. magnetic resonance
- () e. ultrasound
- () f. mammography
- () g. bone mineral densitometry
- () h. interventional radiology

- () 4. Interact with patient and families in a manner which provides the desired psycho-social support.
- () 5. Demonstrate appropriate and effective communication with patients and their families, colleagues and the public.
- () 6. Apply appropriate safety measures to patients and the general public for radiation hazards.
- () 7. Exercise safe, ethical, moral and legal practices of the profession.
- () 8. Assume responsibility for professional growth and development.
- () 9. Read professional literature, apply basic principles, participate in research activities, and critically analyze new concepts and findings provided by others.

Aside from the objectives stated above, the institution declares the following for itself: **(Please append special objectives of your school.)**

C. ACCEPTANCE BY THE ACADEMIC COMMUNITY

ANALYSIS

- () 1. Incoming members of the institution are informed of the vision-mission-goals through a proper orientation program.
- () 2. The current members of the academic community subscribe to the vision-mission-goals.
- () 3. Members of the academic community participate in any revision of the purposes and objectives.

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

ANALYSIS

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

- () a. vision-mission goals of the institution.
- () b. specific goals for Radiologic Technology.

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

RADIOLOGIC TECHNOLOGY

SECTION II

FACULTY

CONTENTS

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

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 in 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 professional teachers.

C. Selection Policies

In the selection of individual faculty members, the academic requirements of the government should be taken into consideration. It is a cooperative process involving the administration, department heads, area chairpersons and other faculty members. Terms of faculty appointment are expressed in writing. Attention should be given to teaching ability, character, personality and health. The faculty members should have personal integrity, broad general scholarship, and extensive preparation in their special fields, professional expertise and competence in communication skills. Before acceptance into the 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. The faculty member should be informed of the objectives of the institution and should 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 should include teaching ability, research and publication of scholarly works, special services to the college and/or department, further educational attainment, community involvement, and commitment to the purposes and objectives of the College. Recommendations of the administration,

faculty members, and students are considered in the application of the criteria. The system of tenure should provide for an adequate probationary period. Criteria for promotion should be in place and faculty should be made aware of such provisions.

A written notice of any change or retention of status should be 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.

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

E. Teaching Assignments

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 allow for 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. Faculty Research

The faculty should engage in research and publication. It is important that there is sufficient support from the administration in terms of orientation for doing research, recognition of research work and provision for funding projects.

G. Community Service

A social service orientation should permeate the school atmosphere. The faculty members should take the lead in creating within the total academic community an awareness of social issues, deep concern for the needs of others and a strong desire to commit themselves to uplifting community and social change.

H. Teaching Performance

There should be regular performance evaluation of faculty members using instruments acceptable to the faculty and following criteria involving teaching competence, research and community involvement.

I. Faculty Development

A college should have a long-term Faculty Development Program which takes into account provisions for scholarships, leaves of absence, research grants, *etc.*

A college must have professionally alert and progressive faculty members, as evidenced by their membership in professional or learned organizations, productive scholarship, and attendance in regular and special faculty meetings. Individual and school efforts towards the professional growth of staff members should be extensive and effective.

J. Faculty Relationships

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

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

K. Salaries and Fringe Benefits

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

attract and retain qualified instructors and professors.

A college must provide some type of recognition to reward faculty members who have rendered long, efficient, and devoted service to the college

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 in filling 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. Professional License
4. Rank (e.g., instructor, professor, etc.)
5. Academic status (e.g., part-time, full-time, probationary, permanent, contractual, guest lecturer)
6. Special formal academic programs undertaken with names of institutions, units earned and dates taken, supported by pertinent documents.
7. Years of teaching experience in the college level in this institution; in other institutions including basic education with exclusive years of service, if applicable.

8. Any other experience or achievement related to the present teaching position, e.g. practice in related professions; seminars or workshops participated in.
9. Memberships/involvements in learned professional, civic and community organizations, and dates covered.
10. Titles and publication dates of pure and or applied research undertaken. Indicate any other research engaged in, including theses.
11. Summary grid of class schedules and instructional loads currently being taught in this College. Subjects being taught should be in total number of hours/week.
12. Other assignments in this institution.
13. Current employment (including self-employment, if any,) outside of the College; (if teaching, give subjects, instructional load taught).
14. Salary in this College (give salary basis, including the length of period - e.g., ten months a year including any other emoluments or benefits).
15. Relevant awards and recognitions received or granted.

NOTE:

A grid containing pertinent information on academic qualification and loading should be submitted to the Accreditation Committee together with the Survey Form. Please accomplish Appendix C.

ANALYSIS

The information mentioned above will be used by the 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 the effectiveness of the implementation of the provisions after all the evidence has been considered. The evaluators should use the rating scale given below:

5 - Excellent:

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

4 - Very Good:

The provisions or conditions are implemented and are functioning well.

3 - Good:

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

2 - Fair:

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

1 - Poor:

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

M - Missing:

The provisions or conditions are missing but needed.

O - Does not apply:

The provisions or conditions are not applicable.

COMMENTS

In the space allotted for comments, the Survey Team should include any remark concerning matters not sufficiently treated in the preceding Analysis and Evaluation 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 any other remarks concerning the faculty and its conditions of service which might be of assistance in making the overall evaluation should also be 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. 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.

I. FOR ALL FACULTY MEMBERS TEACHING GENERAL EDUCATION (SERVICE COURSES)

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

•A full-time teacher is defined as one whose teaching load does not exceed 24 hours and spends the rest of the time in committee work, research, student consultations and other non-teaching activities.

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

Give the institution's definition of full-time status or indicate where this may be found, if such differs from the definition given above.

II. FOR FACULTY MEMBERS TEACHING EXCLUSIVELY IN THE COLLEGE OF RADIOLOGIC 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 a Doctorate but lacks dissertation				
working towards Doctorate				
working towards Master's but lacks thesis				
working towards a Master's degree				
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				
7 - 9				
4 - 6				
1 - 3				
Less than 1				
TOTAL				

2. Professional Experience

YEARS	PRACTICE OF PROFESSION (outside of teaching)	
	FULL-TIME FACULTY	PART-TIME FACULTY
15 and above		
10 - 14		
7 - 9		
4 - 6		
1 - 3		
Less than 1		
TOTAL		

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

FULL-TIME FACULTY TURNOVER	SY ____ - ____		SY ____ - ____		SY ____ - ____	
	Number	Percent	Number	Percent	Number	Percent
Retirement						
Retrenchment						
Resignation						
Others (On Leave, etc.)						
Total						

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-a-vis faculty turnover

COMMENTS

C. SELECTION POLICIES

ANALYSIS

1. Describe or attach a copy of the institution's policies on faculty selection.
2. Faculty selection gives due consideration to the following: (Check)
 - () 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/Chairperson(s)
- () d. Other 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 or attach a copy of the ranking system used by the college.
2. Describe or attach a copy of the promotion system and the frequency of the promotion process.
3. The criteria for ranking and promotion include the following: (Check)
 - () a. Teaching ability/performance
 - () b. Research and publications
 - () c. Special services to the college and/or department, e.g. committee membership
 - () d. Further educational attainment
 - () e. Community involvement
 - () f. _____
4. The following participate in the determination of ranks and promotions: (Check)
 - () a. Dean
 - () b. Department head(s)/chairperson(s)
 - () c. Other faculty members

() d. Others (specify) _____

() 5. The length of the probationary period is adequate.

6. Describe or attach a copy of the procedures for dismissal/termination of employment of faculty.

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/dismissal procedure

COMMENTS

E. TEACHING ASSIGNMENTS

ANALYSIS

1. Describe or attach a copy of the process of determining teaching assignments.

2. Give the regular/normal teaching load for full-timers:
_____ units/week

3. Give the number and % of:

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

Error! Bookmark not defined.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.
- () a. the teaching schedule should not exceed three (3) consecutive classes at any one time.
- () b. total teaching schedule (lecture) should not exceed 6 hours daily.
6. Encouragement and 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 Assignments**, rate the following:

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

COMMENTS

F. FACULTY RESEARCH

ANALYSIS

1. Describe or attach a copy of the Faculty Research Program over the last three years.
2. There is adequate support for faculty research and publication, through:
 - () a. established policies and guidelines
 - () b. budget/financial support
 - () c. technical support services
 - () d. regular research seminar/training
- () 3. Faculty members conduct research and publish products of their research.
- () 4. Efforts are taken to have research refereed by external (national/international) experts.
- () 5. The school publishes a research journal.
- () 6. There is a research office that takes care of research activities of the faculty.

EVALUATION

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

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

COMMENTS

G. COMMUNITY SERVICE

ANALYSIS

1. Community involvement of faculty members is seen in:
 - a. relating/integrating community needs in subject matter/**research**
 - b. participation in community projects **(please describe nature of faculty participation)**

EVALUATION

- () On the basis of the above analysis for **G. Community Service**, rate the involvement of the faculty in community outreach projects.

COMMENTS

H. TEACHING PERFORMANCE

ANALYSIS

1. Teaching competence can be seen in:
 - () a. implementation of course objectives as given in syllabi
 - () b. mastery of subject matter
 - () c. preparation for classes
 - () d. relevance of subject matter to current issues
 - () e. appropriateness/variety of teaching strategies used
 - () f. use of library resources
 - () g. student evaluation

- () j. professional involvement and updating
- () k. compliance with administrative requirements

EVALUATION

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

- () a. Teaching competence
- () b. Effectiveness of teaching strategies
- () c. Compliance with administrative requirements

COMMENTS

I. FACULTY DEVELOPMENT

ANALYSIS

1. Describe or attach a copy of 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: (Check)
 - () 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. faculty exchange
 - () c. research
 - () d. others
- () 7. The institution encourages membership of faculty in professional organizations.
- () 8. Regular faculty and committee meetings are held to discuss relevant faculty issues/concern.
- () 9. There is an item in the budget for faculty development.

EVALUATION

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

- () a. Needs-based Faculty Development Program
- () b. Orientation program
- () c. In-service training
- () d. Formal study opportunities/exposure to good practices
- () e. Participation in professional organizations, seminars and meetings

- () f. Institutional support for faculty development

COMMENTS

J. FACULTY RELATIONSHIPS

ANALYSIS

With Fellow Faculty Members

- () 1. There are specific norms of conduct for faculty.
- () 2. The faculty observes a Code of Ethics.
- () 3. There is a faculty association.
4. The faculty association
- () a. provides activities that promote personal and professional growth of its members
- () b. promotes faculty welfare
- () 5. 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 that pertain to faculty issues and concerns.
- () 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 due process/handling of grievances.
- () 6. There are opportunities for faculty-administration dialogue that address faculty issues and concerns.

With Students

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

With the other sectors of the school community

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

EVALUATION

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

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

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

COMMENTS

K. SALARIES AND FRINGE BENEFITS

ANALYSIS

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

Error! Bookmark not defined. PER MONTH	FOR 10 MONTHS	FOR 11 MONTHS	FOR 12 MONTHS
BELOW P15,000			
15,001-20,000			
20,001-25,000			
25,001-30,000			
30,001-35,000			
35,001-40,000			
40,001-45,000			
45,001-50,000			
50,001-55,000			
55,001-60,000			
60,001-65,000			
65,001-70,000			
Above 70,000			

Note: Where faculty members are freely contributing their services (e.g., members of religious congregations), 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

Error! Bookmark not defined. 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 works, deductions, extra compensation for other assignments, etc. (Provide a copy of the salary scale and summer work deductions.)

4. Describe or attach a copy on provisions for leaves:

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

5. Describe or attach a copy of the provisions for retirement and /or retrenchment benefits.

6. The faculty enjoy the following benefits: (Check)

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

() d. others (specify)

7. Recognition for meritorious service is given by means of: (Check)

() a. awards

() b. titles

() c. others (specify)

8. Attendance at conferences is supported by: (Check)

() a. allowed absences

() b. payment of fees

() c. others (specify)

EVALUATION

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

() a. Salaries

() b. Fringe benefits

COMMENTS

BEST FEATURES

RECOMMENDATIONS

Suggested Appendices:

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

RADIOLOGIC TECHNOLOGY

SECTION III

CURRICULUM AND INSTRUCTION

CONTENTS

- A. Curriculum
- B. Teaching-Learning Process
- C. Teaching-Learning Environment
- D. Assessment of Learning Outcomes
- E. Supervision of Instructional Program
- F. Co-curricular Programs
- G. Academic Consultation/Advising
- H. Internship Program for Radiologic Technology

NAME OF INSTITUTION: _____

LOCATION: _____

ANALYSIS MADE BY:

_____	_____
_____	_____
_____	_____

EVALUATION MADE BY:

_____	_____
_____	_____
_____	_____

DATE COMPLETED:

EVALUATIVE CRITERIA

A. Curriculum

The program of studies required and implemented by the college should have well-defined and clearly stated objectives and learning outcomes (i.e. acquisition of knowledge, skills, values and competencies for future success) and should meet prescribed standards. It should provide for a coherent and relevant curriculum with clear-cut goals for human and national development, which results in students' achievement of the institution's objectives and the program's intended learning outcomes.

The curriculum should also provide practical experiences directly related to the professional roles for which the students are being prepared. Provisions should be made for involving the institution's various stakeholders in a systematic and periodic re-evaluation of the curriculum using assessment data for program improvement and internal quality assurance purposes.

B. Teaching-Learning Process

The teaching and learning process used in instruction should be appropriate, varied, and should facilitate the wholistic development of students.

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

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

C. Teaching-Learning Environment

The teaching-learning environment should be conducive to effective instruction. Classroom atmosphere should reflect self-discipline, cooperation, and mutual respect. Measures should be

taken to ensure the punctual attendance of students and faculty members in their schedules classes.

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

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

D. Assessment of Learning Outcomes

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

E. Supervision of Instructional Program

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

This area should cover such matters as: coordination of curriculum offerings; their development and management; the adoption of the proper textbooks; the organization of the faculty into departments or the like, to promote effectiveness of instruction. Instructional policies and programs should foster effective instruction.

F. Co-curricular Programs

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

G. Academic Consultation/Advising

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

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

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

H. Internship Program in Radiologic Technology

The program should cover a residence of one (1) year in an affiliated government or private hospital with Radiological Services. The internship schedule should be properly apportioned to the different sections such as: General Radiography, Ultrasound, Computed Tomography Scan, Nuclear Medicine, Radiation Therapy, Mammography, Bone Densitometry and Interventional Radiology.

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 radiological facilities for accreditation as training centers for Radiologic Technology interns, upon satisfactory evidence that said facilities have qualified personnel who are properly equipped to carry out radiological procedures.

ANALYSIS

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

E provision or condition exists extensively

- S** provision or condition exists moderately
- L** provision or condition is very limited
- M** provision or condition is missing but needed
- O** provision or condition does not apply

EVALUATION

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

5 - Excellent:

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

4 - Very Good:

The provisions or conditions are implemented and are functioning well.

3 - Good:

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

2 - Fair:

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

1 - Poor:

The provisions or conditions not implemented and are not functioning.

0 - Does not apply:

the provisions or conditions are not applicable.

COMMENTS

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

ANALYSIS

1. The curricular goals and objectives are aligned with:
(Check)
 - () a. national development goals
 - () b. institutional vision-mission
 - () c. school/college/departmental objectives
 - () d. specific program objectives

2. Curricular goals include the following essential purposes of undergraduate education: (Check)
 - () a. building character
 - () b. cultivating critical thinking
 - () c. developing communication skills
 - () d. preparing for a career
 - () e. acquiring holistic development
 - () f. preparing for responsible citizenship
 - () g. preparing for a global community

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

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

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

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

- () 7. Initiatives are undertaken to foster interdepartmental collaboration to enrich curricular programs.

- () 8. There is evidence that the required prerequisites of the program of studies are clearly defined and strictly implemented.
- () 9. Course descriptions in the syllabi are consistent with those contained in the Bulletin of Information and other official school documents.
- () 10. There are provisions for adequate and relevant internships/field experience or practicum that support students learning and facilitate the achievement of learning outcomes.
- () 11. A system is in place for curriculum development, evaluation, and management.
- () 12. There is evidence of a planned and regular assessment of the curriculum.
- 13. Various stakeholders are involved in the evaluation of the curriculum: (Check)
 - () a. faculty
 - () b. alumni
 - () c. students
 - () d. employers
 - () e. industry practitioners
- () 14. Curriculum review/assessment data are disseminated to concerned sectors and used for continuous instructional and program improvement.
- () 15. There is evidence of sustained interest in curricular innovations from both faculty and administrators.
- () 16. The program of studies reflects initiatives to introduce/expose students to international/global perspectives.

EVALUATION

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

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

- () b. Well-defined theoretical or conceptual framework of the teaching-learning process
- () c. Clearly defined learning outcomes
- () d. Breadth and depth of the curriculum
- () e. System for evaluating the curriculum

COMMENTS:

B. TEACHING-LEARNING PROCESS

ANALYSIS

- () 1. The syllabi reflect the expected learning outcomes and the means to achieve them.
 - 2. There is evidence that learning outcomes are achieved by encouraging: (Check)
 - () a. analytical, critical and scientific thinking
 - () b. awareness of the institution's core values
 - () c. social awareness and civic responsibility
 - () d. appreciation of the humanities
 - 3. The instructional processes used: (Check)
 - () a. are reflective of the institution's teaching-learning framework
 - () b. facilitate student learning of the subject matter
 - () c. are suited to college-level instruction

- () d. enhance/strengthen students' scientific and research capabilities
- () e. encourage independent study
- () f. are related to actual life situations and practice
- 4. Teachers make use of varied teaching-learning strategies such as: (Check)
 - () a. lectures
 - () b. class discussions
 - () c. field trips/exposure trips
 - () d. assemblies/symposia
 - () e. group work/cooperative learning activities
 - () f. on-the-job-training/internship/practicum
 - () g. others
- () 5. The syllabi include appropriate and up-to-date bibliography of references, including journals and web sources.
- 6. The teachers utilize instructional resources such as: (Check)
 - () a. textbooks
 - () b. supplementary materials (i.e, journal, articles, websites, research studies)
 - () c. audio-visual aids
 - () d. information communication technology (ICT)
 - () e. others_____
- () 7. There is a person assigned to plan, implement, coordinate with the work sites of the students' on-the-job trainings, practicum or internship programs.

8. Evaluation of student performance is done through a variety of appropriate assessment tools such as:
(Check)
- () a. written/oral examinations
 - () b. research papers/projects
 - () c. analysis papers
 - () d. reflection papers
 - () e. portfolios
 - () f. culminating activities
 - () g. others _____
- () 9. Written examinations follow the principles of test construction.
- () 10. Student assessment supports the program design in terms of its objectives, underlying philosophy and learning outcomes.
- () 11. Instructors personally rate examinations and other requirements submitted by students.
- () 12. Students are informed at the beginning of the course regarding the basis for rating their performance.
- () 13. The method of arriving at the final mark is well-defined and known to students.
- () 14. Final marks are a fair and objective appraisal of the students' performance throughout the entire course.
- () 15. Final marks on the grading sheets can be changed only by the instructor concerned, following standard procedures.
- () 16. Students are informed of their class standing regularly.

17. Programs are in place to assist students with academic difficulties by: (Check)

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

EVALUATION

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

- () a. Quality of instructional processes
- () b. Effectiveness of teaching methods
- () c. Use of instructional resources and ICT
- () d. Evaluation of student performance
- () e. Quality of written exams
- () f. System of student assessment
- () g. Support for students with academic difficulties

COMMENTS

C. TEACHING-LEARNING ENVIRONMENT

ANALYSIS

- () 1. The teaching-learning environment is conducive to effective instruction.
- 2. The class atmosphere reflects: (Check)
 - () a. student engagement and participation
 - () b. rapport between teacher and students and making students
 - () c. self-discipline of teacher and students
 - () d. mutual respect
 - () e. cooperation between teacher and students and among students.
- () 3. Venues for instruction are well-equipped and comfortable.
- () 4. Adequate measures are taken to insure punctual attendance of faculty and students in all scheduled instructional activities.
- () 5. Rules concerning class attendance are strictly enforced. A record is kept of the daily attendance of students.
- () 6. There is provision for teachers to make up for missed classes.
- () 7. There is a system of substitution or special arrangements in cases of teacher absences.
- () 8. The teacher implements institutional policies and practices to ensure effective instruction.

LECTURE CLASS SIZE

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

LABORATORY CLASS SIZE

Class Size	No. of Sections	Percent
10 students and below		
11 - 15		
16 - 20		
21 - 25		
26 - 30		
31 and above		

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

- () 9. Class sizes (in classrooms and laboratories) are conducive to effective teaching and learning.
- () 10. The room sizes and acoustics are appropriate to the number of students.

EVALUATION

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

- () a. Class atmosphere
- () b. Class attendance of students and faculty
- () c. Appropriateness of instructional venues to class size

COMMENTS

D. ASSESSMENT OF LEARNING OUTCOMES

ANALYSIS

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

- () d. freedom from certain requirements
- () e. _____
- () 4. Policies are in place to screen out students whose performance does not meet program standards.
- () 5. Indicate the performance of the graduates in government licensure examinations for the last five years where this applies.

RESULTS OF GOVERNMENT LICENSURE EXAMINATIONS PER PROGRAM
(Should be supported by Official PRC Certificates)

Error! Bookmark not defined. Date of Board Examination	School's Passing Percentage	National Passing Rate (%)

- () 6. The institution regularly monitors attainment of learning outcomes through:
 - () a. employability of graduates in various sectors
 - () b. employer satisfaction
 - () c. tracer studies
 - () d. others: _____

EVALUATION

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

- () a. Articulation of program learning outcomes
- () b. Admission and retention policies
- () c. Recognition of outstanding students
- () d. Systems and procedures for determining attainment of learning outcomes

COMMENTS

E. SUPERVISION OF INSTRUCTIONAL PROGRAM

ANALYSIS

1. Effective supervision of instruction is ensured by the implementation of a well thought out instructional supervision program.
 - () a. supervisory class visitation
 - () b. pre-and-post-assessment/observation conferences
 - () c. periodic evaluation of instruction
 - () d. monitoring the quality of assessment tools
 - () e. conduct of departmental meetings
2. Effective instruction is promoted by encouraging the faculty to:
 - () a. update themselves in the latest trends in disciplinal content and pedagogy
 - () b. actively involve themselves in educational/professional associations
 - () c. undertake scholarly work in support of instruction
 - () d. get involved in social issues

- () 3. The academic administrator exercises supervision over the selection of textbooks and other instructional materials.
- () 4. Instructors submit a syllabus for each subject to the academic administrator for approval. This is updated periodically.
- 5. Effective instruction is ensured and sustained through:
 - () a. faculty evaluation by administrative heads/peers
 - () b. faculty self-evaluation.
 - () c. faculty evaluation by students.
 - () d. other feedback mechanisms.
- () 6. There is a budget for instructional materials and equipment.
- () 7. The organizational structure of the institution facilitates effective instruction.

EVALUATION

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

- () a. Implementation of the instructional supervision program
- () b. Faculty evaluation mechanism
- () c. Budget in support of instruction

COMMENTS

F. CO-CURRICULAR PROGRAMS

ANALYSIS

- () 1. Co-curricular activities contribute to the effectiveness of the teaching-learning process and the realization of learning outcomes.
- () 2. Programs are in place to encourage active participation of all students in co-curricular activities.
- () 3. Academic requirements are not relaxed in favor of participation of all students in co-curricular activities.
- () 4. Instructional schedules are not unduly interrupted by co-curricular functions.
- () 5. Students play an active role in the design and implementation of the co-curricular program.
- () 6. Recognition is given to excellence in co-curricular activities.
- () 7. Students are actively involved in the periodic evaluation of the co-curricular programs.

EVALUATION

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

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

COMMENTS

G. ACADEMIC CONSULTATION/ADVISING

ANALYSIS

- () 1. The rationale for academic consultation/advising is clearly articulated and disseminated to faculty and students.
- () 2. Faculty members are available for academic consultation/advising:
 - () a. at scheduled consultation hours
 - () b. by appointment outside the scheduled consultation hours
- () 3. Faculty members and/or advisers refer students to the Guidance Office when warranted.
- () 4. There is a system of monitoring the effectiveness of the academic consultation/advising program.

EVALUATION

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

- () a. Availability of academic consultation/advising services
- () b. Effectiveness of academic consultation/advising services

COMMENTS

H. INTERNSHIP PROGRAM IN RADIOLOGIC TECHNOLOGY

ANALYSIS

- () 1. There is enough evidence of close coordination between theoretical knowledge and the internship training program which considers all areas of Radiologic Technology practice.
- () 2. The internship training programs of the affiliated hospital 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. The affiliated hospital is licensed to operate by the Bureau of Health Devices and Technology of the Department of Health.
 - () c. The radiologic technology interns are trained by registered radiologic technologists competent in their respective areas.
 - () d. The ratio between clinical technologists and interns is at least one staff member for every four students.
 - () e. A clinical instructor from the school is made available:
 - () 1) to monitor the interns' individual attendance and behavior.
 - () 2) to follow up the interns' performance in the course of training.
 - () 3) to coordinate and hold dialogues with the chief radiologic technologist 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 on the internship program.

EVALUATION

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

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

COMMENTS

BEST FEATURES

RECOMMENDATIONS

SUGGESTED APPENDICES:

1. Copy of Curriculum under review or Bulletin of Information
2. List of Co-curricular Organizations per Program
3. Policies on Academic Consultation/Advising
4. Policies on Student Retention/Dismissal
5. Special Programs for Underachievers
6. Official PRC Licensure Examination Results

RADIOLOGIC TECHNOLOGY

SECTION IV

LIBRARY

COLLECTIONS

Categories of Library Holdings

Number of Titles

I. Foundation Courses specific to Radiologic Technology:

1. Physical Sciences

a. Physics _____

b. Chemistry _____

c. Mathematics _____

2. Biological Sciences

a. Botany and Zoology _____

b. Anatomy and Physiology _____

c. Others _____

II. Professional and Related Radiologic Technology Courses

1. Radiologic Physics, Equipment and Maintenance _____

2. Radiographic Technique, Film Processing and Analysis _____

3. Radiographic Positioning and Radiologic Procedures (with and Without Contrast Media) _____
4. Human Anatomy and Physiology _____
5. Radiographic Anatomy and Physiology _____
6. Radiobiology and Radiation Protection _____
7. Patient Care and Management _____
8. Magnetic Resonance Imaging _____
9. Radiologic Pathology _____
10. Ultrasonography _____
11. Nuclear Medicine _____
12. Radiotherapy _____
13. Computerized Tomography Scan _____
14. Interventional Radiology _____
15. Venipuncture _____
16. Digital Subtraction Angiography _____
17. Administration, Ethics and Jurisprudence _____
18. Journals in Radiologic Technology and other allied/related literature _____

RADIOLOGIC TECHNOLOGY

SECTION V

LABORATORIES

CONTENTS

- A. Rooms
- B. Equipment and Supplies
- C. Maintenance and Improvement
- D. Radiologic Technology Facilities, Equipment and Supplies
- E. Safety Provisions

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.

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.

The x-ray laboratory should meet the radiation health service requirement in operating x-ray facilities used in education and research.

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

B. Equipment and Supplies

There should be adequate equipment and supplies for each of the laboratory courses offered by the college to allow students to work in small groups. The apparatus, tools and materials should conform at least to the minimum requirements of the Commission on Higher Education and to such other standards as may be set to achieve the specific objectives of the college 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.

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

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

D. Radiologic Technology Facilities, Equipment and Supplies

The institution offering Radiologic Technology should have the standard laboratory facilities for the following subjects: Radiologic Physics, Apparatus and Maintenance, Radiographic Technique, Film Processing and Analysis, Radiographic Positioning and Radiologic Procedures (with and without Contrast Media), Quality Assurance and Quality Control in Radiology.

E. Safety Provisions

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.

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 considered in the evaluation.

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 the effectiveness of the implementation of the provisions after all the evidence has been considered. The evaluators should use the rating scale given below:

5 - Excellent:

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

4 - Very Good:

The provisions or conditions are implemented and are functioning well.

3 - Good:

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

2 - Fair:

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

1 - Poor:

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

0 - Does not apply:

The provisions or conditions are not applicable.

COMMENTS

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

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 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

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

Course	Facilities
_____	_____
_____	_____
_____	_____
_____	_____

- () 2. There are adequate laboratory/ies and computer resources for class work, group work and individual projects.
- () 3. The ratio of students to computers is above the minimum required for accreditation.
- () 4. Computer laboratory manuals for the computer and software are available.
- () 5. Computer software used in the laboratory/ies are legally licensed.
- () 6. Computer supplies for peripheral (printers/plotters/scanners) are adequate.
- () 7. There is sufficient ventilation to clear laboratory/ies of heat generated by the computers.
- () 8. Each room has a master shut-off electrical switch.
- () 9. Specialized fire extinguisher to handle electrical fires is placed in key locations inside laboratory.
- () 10. There is proper lighting to minimize glare.
- () 11. The computer units are upgraded periodically to limit obsolescence.

- () 12. An annual maintenance program is available.
- () 13. The laboratory technicians/assistants have adequate training on the maintenance and upkeep of the computer equipment.

Laboratory Rooms for Radiologic Technology Courses

- () 1. The license to operate the x-ray facility is updated.
- () 2. There is a record of regular/periodic maintenance of x-ray facility.
- () 3. The processing room is provided with sufficient water supply, electricity and ventilation.

EVALUATION

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

- () a. Science lecture rooms
- () b. Laboratories in general
- () c. Physics laboratories
- () d. Computer laboratories
- () e. Utilization of laboratories
- () f. Adequacy of equipment and supplies to enable the students to work in small groups
- () g. Radiologic Technology laboratories

COMMENTS

B. EQUIPMENT AND SUPPLIES

ANALYSIS

Note: Append to this form **(1)** the latest list, by titles, of the experiments required in the course **and (2)** the latest inventory of the equipment and supplies of each laboratory, e.g. Physics, Computer, and Radiologic Technology. (Or indicate where such lists may be found.)

- () 1. Apparatus, tools, and materials conform to the requirements of the experiments listed in (1) of the Note given above.
- () 2. Equipment and experiments performed exceed the usual requirements of the courses given.
- () 3. There is evidence of improvised equipment and visual aids for demonstrating the basic principles of the course given.
- () 4. The equipment, 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/Equipment/Apparatus 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 technician or assistant.

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. RADIOLOGIC TECHNOLOGY FACILITIES, EQUIPMENT AND SUPPLIES

The Radiologic Technology Department of the applicant school has the following standard laboratory facilities and equipment:
(Please check)

ANALYSIS

- () 1. Functioning x-ray machine and its accessories
 - 2. Processing Room
 - () a. Processing tanks
 - () b. Film and film storage bin
 - () c. White and safe lights
 - () d. Fans
 - () e. Lavatory
 - () f. Hangers/Hanger racks
 - () g. Loading bench
 - () h. Negatoscope
 - () i. Pass box/transfer cabinet
 - () j. Developer timer

() k. Darkroom marking camera (actinic marker)

() l. Alcohol Thermometer

() m. Plastic Darkroom Apron

3. Radiographic Positioning

() a. Calipers

() b. Positioning blocks

() c. Angle boards

() d. Protractors

() e. Immobilization devices

() f. IVP timer

4. Radiographic Technique

() a. Chart (anode, radiographic, tube rating technique, anode cooling)

() b. Cassettes with intensifying screen of different sizes

() c. Grid

() d. Lead divider

() e. Markers

() f. Sensitometer

() g. X-ray circuit model

() h. Phantom

() i. Library of radiographic examinations

5. Quality Control and Quality Assurance

() a. Densitometer

() b. Penetrometer

- () c. Step wedge
- () d. Spinning top
- () e. Mesh wire
- () f. Pin hole camera
- () g. Wisconsin Test Cassette

6. Patient Care Management

- () a. BP apparatus
- () b. Thermometer
- () c. Syringes
- () d. Tourniquet
- () e. Mask/gown/cap
- () f. Emergency kit

7. Special Procedures

- () a. Contrast media
- () b. Emergency drugs
- () c. Enema can and tips

8. Radiation Protection

- () a. Lead Apron
- () b. Gonadal shielding
- () c. Neck shielding
- () d. Protective gloves
- () e. Lead eye glasses
- () f. Film badge

() g. TLD

EVALUATION

On the basis of the above analysis for **D. Radiologic Technology Facilities, Equipment and Supplies**, rate the adequacy of Radiologic Technology equipment and supplies in the following:

() a. X-ray machine and accessories

() b. Processing Room

() c. Radiographic Positioning

() d. Radiographic Technique

() e. Quality Control and Quality Assurance

() f. Patient Care Management

() g. Special Procedures

() h. Radiation Protection

COMMENTS

E. SAFETY PROVISIONS

ANALYSIS

() 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 is placed near the door so that students can avail themselves quickly of this

equipment.

- () 5. Shower heads, sand buckets are available in the Chemistry laboratory.
- () 6. A rubber hose is permanently attached to a faucet for eye and face wash in the Biology and Chemistry laboratory.
- () 7. Students are instructed in the use of the fire extinguisher.
- () 8. The building and laboratories have sufficient water supply during the day.
- () 9. 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.
- () 10. There is an orientation program every term in laboratory safety for students and staff using or working in laboratories and shops.
- () 11. 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.
- () 12. Experiments involving obnoxious gases are done using fume hoods.
- () 13. There is generally good housekeeping so that the rooms have 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.
- () 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. 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.
- () 20. Proper disposal of waste materials is observed.

EVALUATION

On the basis of the above analysis for **E. Safety Provisions**, rate the following:

- () a. Provisions for safety in the laboratory
- () b. Observance of policies and procedures to ensure safety.

COMMENTS

BEST FEATURES

RECOMMENDATIONS

SUGGESTED APPENDICES

1. Laboratory Development Plan (3-5 Years)
2. Schedule and Utilization of Laboratory Fees
3. Preventive Maintenance and Upgrading Program
4. Updated Inventory of Equipment and Supplies
5. Requisition Procedure
6. Safety Policies and Procedures

FACULTY

QUESTIONNAIRE FOR INDIVIDUAL STAFF MEMBERS

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

NAME _____ DEPARTMENT _____

RANK _____ SCHOOL _____

A. ACADEMIC AND PROFESSIONAL PREPARATION

Degrees	Educational Institution	Field of Specialization	Date

Special Training

B. EDUCATIONAL AND PROFESSIONAL TRAINING

1. Teaching Experience

Designation	Institution	Dates	No. of Years

2. Professional Experience (other than teaching)

Designation	Institution	Dates	No. of Years

C. WEEKLY SCHEDULE

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

Time	Room	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

COMMENTS

D. PROFESSIONAL ACTIVITIES

1. Membership in Professional Organizations

_____	_____
_____	_____
_____	_____

2. Professional Reading

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

_____	_____
_____	_____
_____	_____

3. In-Service Courses

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

_____	_____
_____	_____
_____	_____

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

_____	_____
_____	_____
_____	_____

SUPPLEMENT TO SURVEY FORM A

RADIOLOGIC TECHNOLOGY

GENERAL STATISTICAL SUMMARY

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

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

STATISTICAL SUMMARY
RADIOLOGIC TECHNOLOGY
SECTION II - FACULTY

DIV	TITLE OF DIVISION	EVALUATION						AVERAGE	WEIGHT VALUE	PRODUCT	
A	Academic Qualifications	a								4	
B	Educational and Professional Experience and Length of Service	a	b	c					4		
C	Selection Policies	a								2	
D	Ranking and Promotion	a	b	c					2		
E	Teaching Assignments	a	b	c					2		
F	Faculty Research	a	b	c					3		
G	Community Service	a								3	
H	Teaching Performance	a	b	c					3		
I	Faculty Development	a	b	c	d	e	f		2		
J	Faculty Relationships	a	b	c	d				1		
K	Salaries and Fringe Benefits	a	b						2		
TOTAL									28		
AREA AVERAGE											

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

STATISTICAL SUMMARY
RADIOLOGIC TECHNOLOGY

SECTION III - CURRICULUM and INSTRUCTION

DIV	TITLE OF DIVISION	EVALUATION							AVERAGE	WEIGHT VALUE	PRODUCT
		a	b	c	d	e					
A	Curriculum	a	b	c	d	e				2	
B	Teaching-Learning Process	a	b	c	d	e	f	g		2	
C	Teaching-Learning Environment	a	b	c						1	
D	Assessment of Learning Outcomes	a	b	c	d					2	
E	Supervision of Instructional Program	a	b	c						2	
F	Co-curricular Programs	a	b						1		
G	Academic Consultation/Advising	a	b						1		
H	Internship Program in Radiologic Technology	a	b						1		
									TOTAL	12	
									AREA AVERAGE		

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

STATISTICAL SUMMARY
RADIOLOGIC TECHNOLOGY
SECTION V - LABORATORIES

DIV	TITLE OF DIVISION	EVALUATION								AVERAGE	WEIGHT VALUE	PRODUCT
		a	b	c	d	e	f	g				
A	Rooms	a	b	c	d	e	f	g			3	
B	Equipment and Supplies	a									3	
C	Maintenance and Improvement	a	b	c							2	
D	Radiologic Technology Facilities, Equipment and Supplies	a	b	c	d	e	f	g	h		2	
E	Safety Provisions	a	b								1	
TOTAL											11	
AREA AVERAGE												

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

FACULTY PROFILE TEMPLATE:

LIST OF FACULTY MEMBERS AND SUBJECTS/UNITS TAUGHT

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

1. Start with the faculty who have Graduate degrees followed by those without Graduate degrees.
2. * From columns 7- 9, indicate programs that are being visited by the PAASCU Team; add columns, if necessary.