



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

**SUPPLEMENT TO SURVEY FORM A
SOCIAL WORK**

1996 Revised Edition

**1996
PAASCU**

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Philippine Accrediting Association of Schools, Colleges and Universities

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Supplement to Survey Form A Social Work 1996 Revised Edition

SUPPLEMENT TO SURVEY FORM A
FOR THE SOCIAL WORK PROGRAM

SECTION I
PURPOSES AND OBJECTIVES

CONTENTS

- A. Statement of Purposes and Objectives of the Institution
- B. Specific Objectives for Social Work (Baccalaureate Degree)
- 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 Objectives and Activities*

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 before directing the survey of the other eight areas.

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

A. STATEMENT OF PURPOSES AND OBJECTIVES OF THE INSTITUTION

ANALYSIS

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

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

B. SPECIFIC OBJECTIVES FOR SOCIAL WORK EDUCATION

ANALYSIS

1. They embody generally accepted purposes of professional social work education such as:
 - () a. the preparation of professional social workers with competence in problem-solving, bringing needs and resources together , and in documenting the level of adequacy of services rendered.
 - () b. the preparation of professional social workers with competence in critical thinking and analysis of the root causes of the problems of the Filipino people.
2. They are collegiate in level in that they emphasize:
 - () a. utilization of knowledge from general education in social work education in social work education;
 - () b. building on previous social work content and experience;
 - () c. logical and analytical thinking;
 - () d. ability to use appropriate information from a variety of sources;
 - () e. development of leadership potentials;
 - () f. ability to communicate effectively;
 - () g. meeting the total needs of the student as a person, a citizen and a future professional social worker.
- () 3. They are in consonance with the requirements of education in the Philippines.
- () 4. They consider the social welfare needs of Philippine society.
- () 5. They aim at high standards of social work.

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 College of Social Work.

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

SUPPLEMENT TO SURVEY FORM A
FOR THE SOCIAL WORK PROGRAM

SECTION II

FACULTY

CONTENTS

- A. Academic Qualifications
- B. Educational and Professional Experience and Length of Service
- C. Performance Evaluation

NAME OF INSTITUTION: _____

LOCATION: _____

ANALYSIS MADE BY:

EVALUATION MADE BY:

DATE COMPLETED:

EXPLANATION

PRELIMINARY DATA

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

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

13. Employment (including self-employment, if any) outside of this College; educational, professional or commercial (if teaching, give subjects, instructional load and name of institution).
14. Salary in this College (give salary basis, including the length of period - e.g. ten months a year - during which the salary is received).
15. Any other emoluments or benefits received from this College.
16. Involvement in civic and community affairs.
17. Any other information.

NOTE:

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

ANALYSIS

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

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

EVALUATION

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

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

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

3 - Good:

the provisions or conditions are moderately extensive and functioning well.

2 - Fair:

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

1 - Poor:

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

M - Missing:

the provisions or conditions are missing but needed.

O - Does not apply:

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

COMMENTS

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

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

BEST FEATURES

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

RECOMMENDATIONS

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

A. ACADEMIC QUALIFICATIONS

ANALYSIS

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

1. For all faculty members in the College/Department of Social Work (including those handling general education subjects).

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

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

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

2. For faculty members teaching exclusively in the College/Department of Social Work.

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

EVALUATION

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

COMMENTS

B. EDUCATIONAL AND PROFESSIONAL EXPERIENCE AND LENGTH OF SERVICE

ANALYSIS

1. Teaching Experience and Length of Service

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

2. Professional Experience (for professional areas)

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

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

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

EVALUATION

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

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

COMMENTS

C. PERFORMANCE EVALUATION

ANALYSIS

1. Teaching competence can be seen in:
 - () a. implementation of course objectives as given in syllabi
 - () b. mastery of subject matter
 - () c. preparation for classes
 - () d. relevance of subject matter to current issues
 - () e. use of library resources
 - () f. student evaluation
 - () g. professional involvement and updating
 - () h. attitudes and values
 - () i. compliance with administrative requirements

EVALUATION

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

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

COMMENTS:

BEST FEATURES :

RECOMMENDATIONS :

SUPPLEMENT TO SURVEY FORM A
FOR THE SOCIAL WORK PROGRAM

SECTION III

INSTRUCTION

CONTENTS

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

NAME OF INSTITUTION: _____

LOCATION: _____

ANALYSIS MADE BY:

EVALUATION MADE BY:

DATE COMPLETED:

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 Social Work profession.
 - () d. provide for interdepartmental relationships on the curriculum level.
 - () e. insure that the subjects correspond to the descriptions as given in the bulletin of the institution.
 - () f. require a sequence of subjects that is logical and realistic.
 - () g. insure that the required prerequisites are included in the program of studies.
 - () h. provide adequately for field experience (practicum directly related to the professional role for which the students are being prepared).
 - () i. promote the fulfillment of the specific objectives of the course through a suitable system of electives.
 - () j. provide for a periodic reassessment of the program of studies.
 - () k. involve the faculty and alumni in the formulation and the re-evaluation of the program of studies.
 - () l. involve the upper-class students in the re-evaluation of the program of studies.

EVALUATION:

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

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

COMMENTS:

B. INSTRUCTIONAL PROCEDURES

ANALYSIS

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

() k. field practice

() l. _____

() 4. Evaluation of student performance is done through appropriate tests and examinations.

EVALUATION

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

() a. Effectiveness of teaching methods

() b. Use of teaching devices and educational media

() c. Evaluation of student performance

COMMENTS

C. CLASSROOM MANAGEMENT

ANALYSIS

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

- () 5. The college enforces its rules concerning class attendance and the orderly conduct of class activities.
- () 6. The maximum size for recitation classes is 45 students.
- () 7. The maximum size for language and professional courses is 40 students.
- () 8. In science laboratory work, there is one laboratory assistant for every 20 students.

CLASS SIZE

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

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

() 11. There is evidence of wide student participation.

EVALUATION

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

() a. Class attendance of students and faculty

() b. Class size

() c. Academic atmosphere

COMMENTS

D. ACADEMIC PERFORMANCE OF STUDENTS

ANALYSIS

1. A variety of quality evaluation techniques are used; namely
 - () a. recitations
 - () b. written exams
 - () c. term papers, projects, reports
 - () d. process recordings
 - () e. case research
 - () f. participation in group discussions
 - () g. participation in group supervisory conferences
 - () h.
 - () i.
- () 2. Instructors personally rate examinations and other requirements submitted by students.
- () 3. The method of arriving at the final mark is well-defined and known to students.
- () 4. Final marks are a fair appraisal of the students' performance throughout the entire course.
- () 5. Final marks on the grading sheets can be changed only by the instructor concerned, following standard procedures.
- () 6. Students are informed at the beginning of the course of the basis for rating their performance and grades are given periodically.
7. Describe the school's own admission and retention policies. (Or indicate where this information can be found.
- () 8. The system of evaluation screens out students whose performance does not meet the requirements.
- () 9. Recognition and encouragement are given to exceptional students by:
 - () a. awarding of honors at stated intervals.
 - () b. freedom from certain requirements.
 - () c. inclusion in the Dean's list.
 - () d. assigning to honor sections.
 - () e. _____

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

- () a. reduction of academic load and extension of the time limit for the fulfillment of degree requirements.
- () b. recommending a change of course.
- () c. provision for academic counseling.
- () d. _____

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

GOVERNMENT LICENSURE EXAM _____

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

EVALUATION

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

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

COMMENTS

E. FIELD INSTRUCTION

- () 1. There is evidence of field teaching which considers the problems of individual clients and the students' needs for learning experiences.
- () 2. There is a planned field instruction program in accordance with the specific learning goals towards which the students' experiences are directed.
- () 3. The faculty provides guidance and supervision to meet individual students' learning experiences.
- () 4. There is evidence that field instruction resources are varied and adequate.
- () 5. There is written agreement between the college and the social welfare agency used for field instruction.
- () 6. The faculty of the college meet with the social work agency supervisor at least three times a semester.
- () 7. In field instruction the maximum number of students per group should be 15. (1:15)

EVALUATION

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

- () a. Planning of the program
- () b. Guidance and supervision
- () c. Adequacy and variety of resources
- () d. faculty-student ratio

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. requiring adequate examinations.
 - () d. undertaking a study correlating entrance examination results and scholastic achievement.
 - () e. supervisory class visitations.
 - () f. periodic departmental meetings.
 - () g. periodic evaluation of instruction.
- () 2. There is a system of substitution or special arrangements in cases of instructors' absences.
3. Effective instruction is promoted by encouraging the faculty to involve themselves in:
 - () a. seminars, discussion groups, teach-ins and colloquia.
 - () b. the introduction of experimental courses, etc.
 - () c. faculty development activities of educational associations.
 - () d. projects and activities related to contemporary concerns.
 - () e. the proper use and preparation of audio-visual instructional aids.
 - () f. participation in faculty colloquia.
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. INSTRUCTIONAL ADMINISTRATION

ANALYSIS

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

EVALUATION

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

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

COMMENTS

H. 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 H. 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

I. ACADEMIC COUNSELING

ANALYSIS

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

EVALUATION

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

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

COMMENTS

BEST FEATURES :

RECOMMENDATIONS :

SUPPLEMENT TO SURVEY FORM A
FOR THE SOCIAL WORK PROGRAM

SECTION IV

LIBRARY

HOLDINGS

As a separate exhibit, indicate the number of titles and volumes of books specific to the Social Work program. Example:

	Number of Titles	Volumes
Human Behavioral and Social Environment	_____	_____
Social Welfare Policy and Program	_____	_____
Social Work Methods	_____	_____
Field Instruction	_____	_____
General/Related Information	_____	_____

Periodicals and other library materials in these fields of concentration should also be part of this separate exhibit.

SUPPLEMENT TO SURVEY FORM A
FOR THE SOCIAL WORK PROGRAM

SECTION V

LABORATORIES

CONTENT

Social Work Laboratory

NAME OF INSTITUTION: _____

LOCATION: _____

ANALYSIS MADE BY:

_____	_____
_____	_____
_____	_____

EVALUATION MADE BY:

_____	_____
_____	_____
_____	_____

DATE COMPLETED:

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.

SOCIAL WORK LABORATORY

(Field Placements in Social Welfare Agencies and Communities)

ANALYSIS

- () 1. A Field Instruction Coordinator or a faculty member takes charge of the field placement of students.
- () 2. Some criteria are established for the selection of agencies or communities for placements of students.
- () 3. School field instructors conduct periodic evaluation of the social welfare agencies, facilities and other community agencies and resources.
- () 4. Agencies utilized for field placement have experienced registered Social Work supervisors who schedule regular supervision of and conferences with the students.
- () 5. These social agencies have restorative, preventive and developmental programs such that students can practice any or all of these methods:
 - a. Case work
 - b. Group work
 - c. Community organization
 - d. Generic method
- () 6. The agencies provide adequate working space and facilities for their learning experiences.
- () 7. There is a Manual for Field Instruction which includes learning goals and guidelines for the students, the agency supervisors and the school field instructors in the dialogues and defines the learning experiences required of the students.
- () 8. The ratio of the social welfare agency supervisor to students is 1:5.
- () 9. The points for evaluation of the field experiences of students are clear to the students, the agency supervisor and the school field instructor at the start of the field placement.
- () 10. There is evidence of open communication between the students and their field instructors.

- () 11. Students have opportunities for using the interdisciplinary approach in their field placement.
- 12. Students in their field placement develop competence in:
 - () a. engaging clients in problem-solving.
 - () b. linking needs and resources.
 - () c. documenting the helping process.
- () 13. In the absence of adequate social agencies, the school may create social laboratories as field placements in cooperation with community groups. The continuity of the program is the responsibility of the school.
- () 14. The school adopts security measures for students and faculty in field placement.
- () 15. Students are helped to appreciate, value and commit themselves to the Social Work profession through the field placement.

EVALUATION

On the basis of the above analysis for C. Social Work Laboratory, rate the following:

- () a. Social Work laboratories
- () b. Social welfare and related agencies
- () c. Communities
- () d. Adequacy and variety of cases which provide meaningful field experiences.

COMMENTS

BEST FEATURES :

RECOMMENDATIONS :

FACULTY

QUESTIONNAIRE FOR INDIVIDUAL STAFF MEMBERS

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

NAME _____ DEPARTMENT _____

RANK _____ SCHOOL _____

A. ACADEMIC AND PROFESSIONAL PREPARATION

Degrees	Educational Institution	Field of Specialization	Date

Special Training

B. EDUCATIONAL AND PROFESSIONAL EXPERIENCE

1. Teaching Experience

Designation	Institution	Dates	No. of years

2. Professional Experience (other than teaching)

Designation	Institution	Dates	No. of years

C. WEEKLY SCHEDULE

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

Time	Room	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

COMMENTS

D. PROFESSIONAL ACTIVITIES

1. Membership in Professional Organizations

_____	_____
_____	_____
_____	_____
_____	_____

2. Professional Reading

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

_____	_____
_____	_____
_____	_____

3. In-Service Courses

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

_____	_____
_____	_____
_____	_____

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

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SUPPLEMENT TO SURVEY FORM A
FOR THE SOCIAL WORK PROGRAM

GENERAL STATISTICAL SUMMARY

SECTION	TITLE OF SECTION	AVERAGE	WEIGHT VALUE	PRODUCT
II	Faculty		6	
III	Instruction		6	
IV	Library		4	
V	Laboratories		6	
VI	Physical Plant		2	
VII	Student Services		4	
VIII	Administration		3	
TOTAL			31	
GENERAL AVERAGE				

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

= Common Areas

STATISTICAL SUMMARY

SECTION II - FACULTY

DIV	TITLE OF DIVISION	EVALUATION				AVERAGE	WEIGHT VALUE	PRODUCT
A	Academic Qualifications	a					4	
B	Educational and Professional Experience and Length of Service	a	b	c			4	
C	Performance Evaluation	a	b	c			1	
TOTAL							9	
AREA AVERAGE								

Sum of Products = Area Average

Sum of Weight Values

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 Instruction	a	c					2	
F	Supervision for Effective Instruction	a	b					2	
G	Instructional Administration	a	b	c	d			2	
H	Co-curricular Activities	a	b					1	
I	Academic Counseling	a	b					1	
							TOTAL	15	
							AREA AVERAGE		

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

STATISTICAL SUMMARY

SECTION V - LABORATORIES

DIV	TITLE OF DIVISION	EVALUATION				AVERAGE	WEIGHT VALUE	PRODUCT
A	Social Work Laboratory	a	b	c	d		3	

Sum of Products = Area Average

Sum of Weight Values