



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

**SURVEY FORM A  
FOR ACCREDITING PROGRAMS  
IN  
LIBERAL ARTS/SCIENCES/  
BUSINESS/EDUCATION**

**2010 Revised Edition**

**2010  
PAASCU**

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**Philippine Accrediting Association of Schools, Colleges and Universities**

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*Survey Form A for Accrediting Programs in Liberal Arts/Sciences/Business/Education*

SURVEY FORM A

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EVALUATION FORM A

SECTION I

**VISION-MISSION-GOALS**

CONTENTS

- A. Statement of Vision-Mission-Goals of the Institution
- B. Specific Goals Distinctive of Each College
- C. Acceptance by the Academic Community
- D. Agreement between Vision-Mission-Goals and Activities

NAME OF INSTITUTION: \_\_\_\_\_

LOCATION: \_\_\_\_\_

PROGRAM(S) UNDER SURVEY:

_____	_____	_____
_____	_____	_____
_____	_____	_____

ANALYSIS MADE BY:

_____	_____
_____	_____
_____	_____

EVALUATION MADE BY:

_____	_____
_____	_____

DATE COMPLETED:

_____	_____
-------	-------

## EVALUATIVE CRITERIA

### SECTION I

#### **VISION-MISSION-GOALS**

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

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

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

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

**B. *Specific Goals Distinctive of Each College***

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

**C. *Acceptance by the Academic Community***

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

**D. *Agreement Between Vision-Mission-Goals and Activities***

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

## EXPLANATION

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

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

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

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

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

ANALYSIS

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

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

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

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

ANALYSIS

- 1. For the \_\_\_\_\_ program:
  - a.
  - b.
  - c.
  - d.
  - e.
- 2. For others
  - a.
  - b.
  - c.
  - d.
  - e.

C. ACCEPTANCE BY THE ACADEMIC COMMUNITY

ANALYSIS

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

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

ANALYSIS

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

- ( ) a. vision-mission-goals of the institution.
- ( ) b. specific goals for the college(s) under survey\*\*

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

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

SECTION IA

**COMMUNITY INVOLVEMENT**

NAME OF INSTITUTION: \_\_\_\_\_

LOCATION: \_\_\_\_\_

PROGRAM(S) UNDER SURVEY:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ANALYSIS MADE BY:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EVALUATION MADE BY:

\_\_\_\_\_  
\_\_\_\_\_

DATE COMPLETED:

\_\_\_\_\_

## EVALUATIVE CRITERIA

Community involvement should be a basic and all-pervasive aspect of college/university education. This is true, most especially in a developing country like the Philippines, where community involvement may be equated to the total effort whereby the college or university relates itself to national, regional and local imperatives of development.

The college/university, in educating for citizenship, should operate not just intra-muros, through academic and professional programs and through the pursuit of the fundamental objective of total human formation. It should include a necessary social dimension and must also operate extra-muros or beyond its walls. In so doing, it should maintain the emphasis on the academic, the professional and the personal. A college/university that is involved in the community actually enhances its dignity and integrity, extends its identity beyond its walls and achieves a larger goal. In the attainment of this goal, its two functions of teaching and research have to pass a realistic test and reach a culmination in the third function of service. Such service will involve the institution's various units and will place its physical resources and its professional and cultural expertise at the service of the community - whether local, regional, national or international.

The community involvement of the college/university today should consist not only in building community awareness and producing quality graduates in the professions or vocations through which they will later serve their respective communities competently and thereby experience personal upliftment. It should also include directing and motivating its students, faculty and staff toward community service and providing them with opportunities for direct exposure to the community and for actual service even while the students are still studying and, specifically, as a part of their studies. Only in this way can the college/university make its programs, structures and resources consciously, deliberately and practically responsive to the needs of a maturing Filipino youth that faces the assignment and the challenge of nation building.

The school's commitment to community service and development should be expressed in programs, projects and activities, which are well planned, organized, implemented, evaluated and supported by the school which should share its resources with the community.

## EXPLANATION

### ANALYSIS:

The analysis consists of provisions, conditions or characteristics found in good institutions. The section on Analysis is intended to provide the factual basis required for the evaluation of the different aspects in this area.

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

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

### EVALUATION

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

5 - Excellent:

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

4 - Very Good:

The provisions or conditions are implemented and are functioning well, or

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 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.

#### BEST FEATURES

In the space provided, list briefly the strengths of the institution in the particular area.

#### RECOMMENDATIONS

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

**COLLEGE/UNIVERSITY COMMUNITY INVOLVEMENT**

ANALYSIS

- ( ) 1. The college establishes and maintains satisfactory partnerships/linkages with the various sectors of the community.
- 2. The college's vision, mission, policies, projects and activities are made known to the community: *(check)*
  - ( ) a. to the public in general
  - b. to interested individuals and groups
    - ( ) 1) parents and students
    - ( ) 2) alumni/alumnae
    - ( ) 3) other colleges and universities
    - ( ) 4) government entities
    - ( ) 5) private educational agencies
    - ( ) 6) people's organizations and NGOs
    - ( ) 7) others please *(specify)*  
\_\_\_\_\_  
\_\_\_\_\_
- 3. The college provides the entire academic community with adequate opportunities and motivation to know the conditions and needs of the outside community through: *(check)*
  - ( ) a. needs-based research studies and community surveys
  - ( ) b. course practicum/apprenticeship requirements
  - ( ) c. co-curricular activities
  - ( ) d. social orientation and advocacy
  - ( ) e. meeting with public and private community organizations
  - ( ) f. exposures and/or immersion programs
  - ( ) g. others *(specify)* \_\_\_\_\_
- 4. Describe how the college/university shares the expertise and resources of its administrators, faculty and staff, and students to the following:

- a. with government agencies
- b. with non-governmental organizations
- c. with business/commerce and industry
- d. with church groups
- e. with the general population
- f. with other groups

5. Describe the college/university outreach programs, projects and activities:

- a. on a national level
- b. regional basis
- c. local level

6. The college/university does the following:

- ( ) a. prepares a long-term plan for community involvement
- ( ) b. provides a budget for community involvement projects
- ( ) c. participates in the work of educational, civic, cultural and religious organizations
- ( ) d. undertakes an institutional research-based community-service project
- ( ) e. monitors, documents and evaluates the impact of the community service projects on the implementors and beneficiaries on a regular basis
- ( ) f. involves all sectors of the college community in such services (administration, faculty, students, alumni)
- ( ) g. gives financial aid and other assistance to deserving students
- ( ) h. others \_\_\_\_\_  
\_\_\_\_\_

## EVALUATION

- ( ) a) The community involvement programs/projects are in line with the college/university vision-mission-goals.
- ( ) b) On the basis of the above analysis, rate the extent of the programs and activities of the college/university and its contribution to community building.

## COMMENTS

### SUGGESTED APPENDICES:

1. Brief description of the communities which the college/university has linkages with and/or outreach activities.
2. Description of projects planned and implemented in various communities.
3. Working relationships with GOs, NGOs or other agencies.
4. List of co-curricular organizations with community outreach components.
5. Budget for community involvement.

BEST FEATURES

RECOMMENDATIONS

EVALUATION FORM A

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: \_\_\_\_\_

PROGRAM(S) UNDER SURVEY:

\_\_\_\_\_  
\_\_\_\_\_

ANALYSIS MADE BY:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EVALUATION MADE BY:

\_\_\_\_\_  
\_\_\_\_\_

DATE COMPLETED:

\_\_\_\_\_

## EVALUATIVE CRITERIA

### A. Academic Qualifications

The educational background of faculty members should be adequate for teaching on the college level; it should include graduate studies or their equivalent; e.g., outstanding achievement or years of experience in the field of specialization.\*

### B. Educational and Professional Experience and Length of Service

The staff should have experience in college teaching gained by years of service, as well as the vigor and enthusiasm characteristic of 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, extensive preparation in their special fields, professional expertise and competence in communication skills. Before acceptance into the staff, each member should produce evidence of adequate preparation for his particular task and the possession of such personal traits requisite to teaching and to associating with youth. He should be informed of the objectives of the institution and show willingness to subscribe to them.

### D. Ranking and Promotion

A college should have a definite system of ranking and tenure, which is clearly described in the Faculty Handbook.

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

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 should be 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.

#### **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 the 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 at regular and special faculty meetings. Individual and school efforts towards the professional growth of staff members should be extensive and effective.

#### **J. Faculty Relationships**

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

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

#### **K. Salaries and Fringe Benefits**

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

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

The institution should provide for all mandated benefits, including retirement plan, health benefits and the like.

#### PRELIMINARY DATA

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

1. Name in full
2. Academic degrees - with names of institutions which granted the degrees, and Special Order Number, where applicable and the major areas of concentration and date of academic degrees.
3. License (where appropriate)
4. Rank (*e.g.*, instructor, professor, *etc.*)
5. Academic status (part-time, full-time, probationary, permanent, contractual, guest lecturer)
6. Special formal academic programs undertaken with names of institutions, units earned and dates taken, supported by pertinent documents.
7. Years of teaching experience in the college level in this institution and in other institutions including basic education with inclusive years of service, if applicable.
8. Any other experience or achievement related to the present teaching position, *e.g.*, practice in related professions, seminars or workshops participated in.
9. Memberships/involvements in learned professional, civic and community organizations, positions occupied and dates covered.

10. Titles and publication dates of pure and/or applied research undertaken. Indicate any other research engaged in, including theses.
11. Summary grid of class schedules and instructional loads currently being taught in this College. Subjects being taught, (total number of hours/week.)
12. Other assignments in this institution.
13. Current employment (including self-employment, if any) outside the College; (if educational, give subjects, instructional load taught)
14. Salary in this College (give salary basis, including the length of period - e.g., ten months a year including any other emoluments or benefits.)
15. Relevant awards and recognitions received or granted.

NOTE:

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

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 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, or

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 - The provisions or conditions are missing but needed

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.

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

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 EVERY COLLEGE/PROGRAM INVOLVING A SEPARATE PROFESSIONAL CORE OF TEACHERS

**Each college/program, e.g., Business, Education must prepare a separate table.**

COLLEGE/PROGRAM \_\_\_\_\_

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

COLLEGE/PROGRAM \_\_\_\_\_

NO. OF FACULTY ENROLLED	FULL-TIME FACULTY		PART-TIME FACULTY	
	NO.	%	NO.	%
working towards a Doctorate but lacks dissertation				
working towards a Doctorate				
working towards a 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)

NO. OF FULL-TIME FACULTY WHO HAVE LEFT	SY ____-____	SY ____-____	SY ____-____
Reasons for Turnover:			
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-à-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. psychological tests
- ( ) d. confidential inquiries regarding qualifications of applicant
- ( ) e. 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 members.

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 ASSIGNMENT

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/wk
3. Each program must prepare a separate table.

Give the number and % of:

FACULTY MEMBERS	Total Number of Units Taught/Handled	Percent
FULL-TIMERS		
PART-TIMERS		
GRAND TOTAL		100%

FACULTY WITH	Total Number of Units Taught/Handled	Percent
Doctorate		
Master's		
Bachelor's		
GRAND TOTAL		100%

- ( ) 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: (check)
- ( ) a. committee work
- ( ) b. student consultation
- ( ) c. research
- ( ) d. others (*specify*) \_\_\_\_\_

#### EVALUATION

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

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

## 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.

## 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)
- c. others (specify) \_\_\_\_\_

EVALUATION:

- ( ) a. 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 the 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
  - ( ) h. professional involvement and updating
  - ( ) i. 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/committee meetings are held to discuss relevant faculty issues/concerns.
- ( ) 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 observe the 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 inter-disciplinary/inter-college 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 regular 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 of students.
- ( ) 4. The faculty respond positively to grievances expressed by students.
- ( ) 5. There is an atmosphere of accessibility of faculty to students.

With 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:

PER MONTH	FOR 10 MONTHS	FOR 11 MONTHS	FOR 12 MONTHS
<b><u>BELOW P 15,000</u></b>			
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:

PER HOUR	LECTURE		LABORATORY	
	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME

3. Describe the salary policy; e.g., payment per rank, period payment for summer work, deductions, extra compensation for other assignments, etc. (Provide a copy of the salary scale and summer work policy.)

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

- a. vacation leave
- b. study leave
- c. sabbatical leave
- 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 seminars/conferences is supported by:  
(check)
- ( ) a. allowed absences
- ( ) b. payment of seminar/conference 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

#### Suggested Appendices:

1. Faculty Profile Form
2. Summary Grid of Qualifications and Loading
3. Summary of membership in professional and civic organizations
4. Faculty Research Program with list of completed research projects
5. List of faculty involvement in community outreach projects
6. Faculty Ranking/Promotion Policies
7. Loading Policies
8. Termination/Dismissal Procedures
9. Summary of Faculty Awards and Recognitions
10. Salary Scale or Plantilla

BEST FEATURES

RECOMMENDATIONS

EVALUATION FORM A

SECTION III

**CURRICULUM AND INSTRUCTION**

**CONTENTS**

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

NAME OF INSTITUTION: \_\_\_\_\_

LOCATION: \_\_\_\_\_

PROGRAM(S) UNDER SURVEY:

_____	_____	_____
_____	_____	_____
_____	_____	_____

ANALYSIS MADE BY:

_____	_____
_____	_____
_____	_____

EVALUATION MADE BY:

_____	_____
_____	_____
_____	_____

DATE COMPLETED:

_____	_____
-------	-------

## EVALUATIVE CRITERIA

### **Curriculum**

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

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

### **Teaching-Learning Process**

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

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

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

### **Teaching-Learning Environment**

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

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

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

#### **D. Assessment of Learning Outcomes**

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

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

#### **E. Supervision of Instructional Program**

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

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

#### **F. Co-Curricular Programs**

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

## **G. Academic Consultation/ Advising**

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

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

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

### **PRELIMINARY DATA:**

1. Please provide a copy of the college catalogue or the bulletin of information.
2. Give a summary of the enrollment by degree program and majors for the current and the previous two school years.
3. Submit a copy of the Student Handbook or any school document where admission and retention policies are explained.

## EXPLANATION

### ANALYSIS:

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

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

### EVALUATION

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

5 - Excellent:

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

4 - Very Good:

The provisions or conditions are implemented and are functioning well, or

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

#### BEST FEATURES

In the space provided, list briefly the strengths of the institution in the particular area.

#### RECOMMENDATIONS

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

## A. CURRICULUM

### ANALYSIS

1. 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 inter-departmental 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 student 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 of **A. Curriculum**, rate the following:

- ( ) a. Alignment of curriculum with institutional vision-mission-goals and program goals/objectives
- ( ) b. Well-defined theoretical or conceptual framework of the teaching-learning process
- ( ) c. Clearly defined learning outcomes
- ( ) d. Breadth and depth of the curriculum
- ( ) e. System for evaluating the curriculum

## 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 experiences and practices

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, and 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 limit for the fulfillment of degree requirements
  - ( ) b. recommending a change of course
  - ( ) c. provision for academic counseling
  - ( ) d. asking students to attend remedial classes
  - ( ) e. providing tutorials
  - ( ) f. others: \_\_\_\_\_

## EVALUATION

On the basis of the above analysis of 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

## 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 among 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 a provision for teachers to make up for missed classes.

- ( ) 7. There is a system of substitution or special arrangements in cases of teacher absences.
- ( ) 8. The teacher implements institutional policies and practices to ensure effective instruction.

CLASS SIZE

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

LABORATORY SIZE

Laboratory 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

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 the students'
  - ( ) a. completion of the academic program
  - ( ) b. attainment of learning outcomes
- 3. Recognition and encouragement are given to 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  
(Should be supported by official PRC documents)

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

## 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 visitations
  - ( ) b. pre-and post-assessment/observation conferences
  - ( ) c. periodic evaluation of instruction
  - ( ) d. monitoring the quality of assessment tools
  - ( ) e. conduct of departmental meetings
2. Effective instruction is promoted by encouraging faculty to:
  - ( ) 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 mechanisms
- ( ) c. Budget in support of instruction

#### F. CO-CURRICULAR PROGRAMS

##### ANALYSIS

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

EVALUATION

On the basis of the above analysis 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

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:

SUGGESTED APPENDICES:

1. Copy(ies) 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 results of licensure examinations from PRC

BEST FEATURES

RECOMMENDATIONS

EVALUATION FORM A

SECTION IV

**LIBRARY**

**CONTENTS**

- A. Administration
- B. Collections
- C. Personnel
- D. Financial Support
- E. Services and Use
- F. Physical Facilities

NAME OF INSTITUTION: \_\_\_\_\_

LOCATION: \_\_\_\_\_

PROGRAM(S) UNDER SURVEY:

_____	_____	_____
_____	_____	_____
_____	_____	_____

ANALYSIS MADE BY:

_____	_____
_____	_____
_____	_____

EVALUATION MADE BY:

_____	_____
_____	_____

DATE COMPLETED:

_____	_____
-------	-------

## **EVALUATIVE CRITERIA**

The Library is of paramount importance to the students and the faculty. It is a vital component of the total academic environment. It contains and provides access to information resources essential for members of the academic community to pursue their programs successfully.

The Library should have a mission statement, vision statement and goals to serve as framework for its activities. The mission statement and goals should be consistent with those of the parent institution. Thus the assessment of the quality of performance of the library should be based on how well it achieves its vision, mission, goals and objectives as set out in its strategic plan and on a set of evaluative criteria covering inputs, outputs and outcomes.

Inputs include the collections, personnel, financial support, support of administration and physical facilities. Outputs refer to accomplishments such as number of books purchased, catalogued, circulated, number of reference questions answered, etc. Outcomes refer to the impact of the library's resources and programs on the users.

These evaluative criteria provide quantitative and qualitative means of assessing the programs, resources, and services of a library. This area includes the dependence of libraries on technology, greater use of online services, accountability in providing information technology and literacy skills, and the increasing participation in information networks. These criteria are intended to apply to a wide range of libraries at institutions of higher learning. As such they are not prescriptive.

The library will be evaluated in terms of five key components, namely Administration, Collections, Personnel, Financial Support, Services and Use, and Physical Facilities.

### **A. Administration**

The College/University Library should be administered in a manner that promotes the most effective use of its resources under a clearly drawn organizational set-up.

The head librarian of the College or University should be appointed by the President and should report directly to him/her or to the academic officer of the institution. The

responsibility and authority of the chief librarian should be defined in writing. The faculty-library committee should serve only as an advisory body for the continued development and improvement of library resources and services.

The library should have a long-range strategic development plan that is based on the information needs of its users and anchored on the mission, vision and goals of the institution. The plan should take into consideration the increasing dependence of the library on technology. Annual action plan based on the long-range strategic plan should also be prepared.

The library should keep essential and accurate statistical data about its resources and services as tools for evidenced-based practice. It should prepare and submit annual reports and other documents to inform the administration as well as the public of its accomplishments, needs, and also its plans for development.

The Library should participate in inter-institutional consortia, regional/international activities and should utilize such cooperative programs that will enhance its resources and services.

The chief librarian should prepare, justify and administer a library budget that is appropriate to the needs of the library.

## **B. Collections**

### **1. Collection Development**

The library should provide varied, authoritative and up-to-date information resources that support the needs of its users. A written collection development policy covering selection, acquisition, preservation and weeding should be formulated by the librarian.

Collection development is the joint responsibility of the faculty and library. The faculty should actively participate in the selection of print (books and journals, maps, charts, etc.) and non-print (e-books, e-journals, databases, audio-visual materials, CD-ROM, DVD, others). Collection currency should be maintained through regular acquisition and weeding.

## **2. Holdings**

The library holdings should be relevant to the curricular, instructional, research, community service, and recreational needs of the faculty and students. Multiple copies of frequently used materials should be provided. For reserved books, one copy for every 20 students should be provided.

The collection should also include Filipiniana that are relevant to the curricular programs of the college/university. Filipiniana are materials about the Philippines written by Filipinos or other nationals.

### **Books**

A basic print book collection of at least 8,000 well selected titles should be provided. In addition, two books per student and five titles per major subject that are published in the last five years should be provided. The basic and additional book collection should include Filipiniana that are relevant to the academic programs.

Even if the institution already meets the book requirements, it should further develop its book collection. The basic book collection may be augmented by e-books whether purchased or freely available on the Internet. In addition, a collection evaluation and weeding program should be instituted to maintain the quality of its resources.

### **Periodicals**

A minimum of five currently subscribed titles (print or e-journal) per program should be provided. If possible, the subscription should already have a continuous run of at least five years. Periodicals in databases if current, may be counted as input to the requirement of five titles per program.

Even if the institution already meets the above requirements, it should further develop its periodical resources. The basic periodical collection may be augmented by e-journals freely available in the Internet. A collection evaluation and weeding program should be instituted to maintain the quality of its resources.

## Abstracts and Indexes

The library must have indexing and/or abstracting services and/or databases appropriate to the periodical collection of the library to provide faster access to the periodical collection.

### Summary

Basic collection	Additional per student	Requirement per major subject
<p>Books</p> <p>At least 8,000 print titles including Filipiniana and references</p>	<p>Provide two (2) additional print titles not volumes of circulation books per student, published within the last five years.</p> <p>Provide one (1) copy of reserve books per 20 students.</p>	<p>Provide five (5) print titles (not volumes) per major subject published within the last five years.</p>
<p>Periodicals</p> <p>10 titles (print or electronic) that are on current subscription and if possible with a run of at least five years including Filipiniana</p>		<p>Provide five titles (print or electronic) per program that are on current subscription and if possible must have a run of at least five years.</p>
<p>Abstracts / Indexes and/or Databases</p> <p>Appropriate titles to enhance access to the periodical collection of the library.</p>		

### **3. Organization and care of materials**

The books should be catalogued and classified according to a standard system of classification. A catalog containing access points for author, title and subject should be maintained to provide easy access and retrieval of items. There should be a provision for books needing repair and rebinding.

Periodical records should be complete, accurate, updated and available to the users. Periodicals must be catalogued but not necessarily classified. Arrangement on the shelf should be appropriate to the system used. There should be provision for the binding/rebinding of completed volumes of periodicals.

Provision should also be made for the preservation and conservation of rare and valuable materials and of e-resources.

#### **C. Personnel**

##### **1. Size**

The size of the staff is determined by several factors such as enrollment, teaching needs, the size of the library, the involvement of the faculty and students in research, the nature of the library's resources and services and the number of hours that the library is open.

At least one full-time licensed librarian and two support staff or full-time equivalent (FTE) should be employed for the first 500 students. An additional librarian and two support staff or FTE should be employed for every increase of 1,000 students. The support staff may be paraprofessionals, clerks or student assistants.

##### **2. Classification**

The library may have the following types of personnel:

- a. Professional Librarians should have a license to practice librarianship from the Professional Regulation Commission.

b. Support Staff:

- i. Paraprofessional/Technical staff- Holds a bachelor's degree in any discipline
- ii. Clerical Staff should have had at least two years of college education
- iii. Student Assistants

**3. Qualification of the Head Librarian**

The services and needs of academic libraries are complex. There is therefore a need to employ the services of a qualified librarian.

For college libraries, the head librarian must have a license to practice given by the Professional Regulation Commission (PRC) and must be employed full time by the college. He/She must have an undergraduate degree in Library Science/Library and Information Science and a minimum of three years library work experience. He/She must pursue a Master's Degree in Library Science/Library and Information Science.

For university libraries, the head librarian must have a license to practice given by the PRC and must be employed full-time by the university. He/She must have a graduate degree in Library Science/Library and Information Science and a minimum of three years library work experience.

**4. Status**

Librarians should be given academic status and should be ranked according to academic qualifications and length of experience and should enjoy privileges, compensation and other benefits comparable to those of the faculty. Academic status is defined as the "formal recognition, in writing, by the institution of the librarians as members of the instructional and research staff". They should conduct research and or other scholarly activity.

**5. Recruitment, Selection and Promotion of Staff**

The head librarian should work in partnership with the Personnel Office (or its equivalent) in the recruitment, screening and selection of library staff.

The head librarian should conduct an annual performance evaluation of all the library personnel as basis for their merit increase, promotion and corresponding salary adjustment.

## **6. Staff Development**

The library should have a continuing staff development program. Librarians must be members of accredited professional organizations. They should participate in professional activities such as conferences and seminar workshops. Staff should likewise participate in conferences, seminars and workshops.

## **D. Financial Support**

The library fee is a restricted fee and must be used entirely for the operations of the library excluding salaries of personnel. The head librarian should prepare an annual budget based on the fees collected. He/She should administer the library budget in accordance with the fiscal policies and procedures of the institution.

Other ways of augmenting the library budget must be explored. These include securing endowments and donations, participating in gift and exchange programs, consortia or cooperative acquisitions projects.

## **E. Services and Use**

The library should introduce services that maximize the use of the resources of the library. These include equitable lending policies, open-shelf system, regular announcement of new acquisitions, and other promotional activities. It should collect statistics as evidence of the frequent use of the library resources by the students and faculty. Coordination between the library and the faculty should be strong to promote effective use of the library. The library should introduce literacy programs that would ensure the acquisition of information literacy skills by the library users.

Professional staff should be available at all hours that the library is open to provide efficient service to users. The library should be open for an uninterrupted period of a minimum of ten hours daily from Monday to Friday and four hours on Saturday. In addition, the library should remain open not only during hours that the College/University is in session but should extend beyond class hours.

If and when feasible, inter-library loans, and other resource-sharing arrangements should be provided. Other services such as audio-visual services may be provided by the library with corresponding budgetary and staff provisions.

## **F. Physical Facilities**

### **1. Location and site.**

The college/university library should be strategically located to be easily accessible to the users. It should have provisions for future expansion. A separate library building that is easily accessible is ideal.

### **2. Space requirements.**

The library should have adequate space to accommodate the reading and literature search needs of the users and its growing collection. ICT and other service areas should be properly ventilated and well-lighted. The reading room should have a seating capacity of not less than 10% of the total enrollment computed at 1.6 sq.m. per reader. Shelving space should be adequate and allowance for collection growth should be provided. The shelves should not be more than 2.12 meters high. Storage facilities for special collections should be provided.

Space must be provided for photocopying services, exhibits and displays. Where the library administers the audio-visual services, proper space, equipment and other facilities should be provided

## EXPLANATION

The library to be evaluated is the one available to the faculty members and students of the college applying for accreditation. It might happen that this same library is the central library for the entire institution consisting of more than one college. In this case, the central library is to be evaluated, and even if more than one college is applying for accreditation, only one Survey Form for Library should be filled out. If however, notable variations exist in the availability, usefulness or use of this central library with respect to the different colleges applying for accreditation, these variations should be noted in suitable places in the Survey Form. The Survey Team should strive to determine the real value of the library for the college or colleges applying for accreditation.

Ordinarily, the library of the college or colleges is a physical unit, housed under one roof or in contiguous rooms. This is the presumption in the various Analyses and Evaluations. If however, this is not actually the case, variations should be noted in appropriate "Comments" and the advantages or disadvantages of the actual situation should be reflected in the Evaluation.

This area, as well as the other areas, should be evaluated in the light of the objectives and purposes of the college or colleges under survey.

### ANALYSIS:

The analysis consists of provisions, conditions or characteristics found in good institutions. The section on Analysis is intended to provide the factual basis required for the evaluation of the different aspects in this area.

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

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

## EVALUATION

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

5 - Excellent:

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

4 - Very Good:

The provisions or conditions are implemented and are functioning well, or

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

## BEST FEATURES

In the space provided, list briefly the strengths of the institution in the particular area.

## RECOMMENDATIONS

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

## A. ADMINISTRATION

### ANALYSIS

- ( ) 1. The organizational set-up of the library is suitable to the institution and is clearly drawn.
- ( ) 2. The Head Librarian is appointed by the President and reports directly to him or to the chief academic officer.
- ( ) 3. The Head Librarian directs and supervises the total operations of the library and is responsible for the efficient and effective administration of its resources and services.
- ( ) 4. The Head Librarian holds academic status, and participates in the academic decision-making of the institution.
- ( ) 5. The Library Committee/Board serves as an advisory group for the continued development and improvement of library collection and services.
- ( ) 6. The library maintains written policies and procedures covering internal administration and operational activities.
- ( ) 7. The responsibility to prepare, defend and administer the library budget is delegated clearly and explicitly to the Head Librarian.
- ( ) 8. An annual report showing accomplishments based on the action plan for the year that is likewise based on the long term strategic plan should be supported by statistics and interpreted data showing trends and impact of the library services and operations.
- ( ) 9. A Three-Five Year Strategic Development Plan indicating the present situation, the vision, the gaps and the strategies to bridge the gaps must be prepared by the Head Librarian in consultation with the library staff, administration and the users.

- ( ) 10. The library participates in inter-university consortia.
- ( ) 11. The library recognizes the importance of ICT in enhancing the operations and services of the library.

#### EVALUATION

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

- ( ) a. Organization
- ( ) b. Administration and supervision
- ( ) c. Networking
- ( ) d. IT applications

#### COMMENTS

### **B. COLLECTIONS**

#### ANALYSIS

- ( ) 1. The library has written policies on the selection and acquisition of library materials.
- ( ) 2. The faculty and librarians participate in the collection development program.
- ( ) 3. There is evidence of an equitable distribution of funds among the academic departments.
- ( ) 4. The collection is regularly evaluated against the curriculum, research thrusts and outreach programs of the parent institution and number of users to ensure quality and quantity.
- ( ) 5. Selection tools for library materials are made available to the faculty through various channels.

( ) 6. The collection consists of print and non-print books and journals, audio-visual resources and online resources.

( ) 7. The total resources of the library are:

a. Printed Books	Titles	Volumes
1. General Reference	_____	_____
Multi volume encyclopedias	_____	_____
Other standard Reference books	_____	_____
Bibliographies	_____	_____
Total Reference Books	_____	_____
2. Circulation	_____	_____
Philosophy and related areas	_____	_____
Religion	_____	_____
Social Sciences	_____	_____
Languages and Literature	_____	_____
Pure Sciences	_____	_____
Applied Sciences	_____	_____
Fine Arts and Music	_____	_____
History	_____	_____
Fiction	_____	_____
Filipiniana	_____	_____
3. Others	_____	_____
b. E-books	_____	_____
c. Printed Journals	_____	_____
d. E-journals/Online journals	_____	_____
e. Databases	_____	_____
f. Audio-visual resources	_____	_____

( ) 8. The number of new books added to the collection in the last five (5) years:

SY _____	_____	titles _____	volumes _____
SY _____	_____	titles _____	volumes _____
SY _____	_____	titles _____	volumes _____

SY \_\_\_\_\_ titles \_\_\_\_\_ volumes

SY \_\_\_\_\_ titles \_\_\_\_\_ volumes

( ) 9. The library is strong in the following areas:

---

---

---

( ) 10. It is deficient in the following areas:

---

---

( ) 11. It has special collections in the following areas:

---

---

---

Please note: **As a separate exhibit**, indicate the number of titles and volumes of books specific to each of the programs of the college or colleges now applying for accreditation. Example:

Example for Business:

Field	Books		Journals		Audio-visual	Databases
	Titles	Volumes	Titles Print	Titles E/Online		
Accounting						
Financial Management						
Economics						
Marketing Management						
General Management						

12. Periodical collections:

( ) a. Periodicals on a variety of subjects are provided.

( ) b. At least five current scholarly journals per program are available and preferably in at least 5-year runs.

- ( ) c. Back issues of periodicals are bound and easily accessible.
- ( ) d. Periodical indexes or databases are available.
- ( ) e. Current issues are conveniently displayed.

Note: In a separate exhibit, submit a list of periodicals currently received by the library, classified according to the major subject divisions.

13. Other instructional materials:

- ( ) a. There is a collection of pamphlets, bulletins, and other vertical file materials.
- ( ) b. a collection of posters, maps, charts and similar materials are organized.
- ( ) c. Audio-visual materials are acquired and made available to users.
- ( ) d. E-resources are acquired and made available to users.

14. Organization and care of library materials:

- a. Classification system used - *(Check)*

\_\_\_\_\_ Library of Congress Classification Scheme

\_\_\_\_\_ Dewey Decimal Classification Scheme

\_\_\_\_\_ Others *(Specify)*

- b. Cataloging code adopted - *(Check)*

\_\_\_\_\_ AACR 1

\_\_\_\_\_ AACR 2

\_\_\_\_\_ Others *(Specify)*

- ( ) c. A catalog is maintained with author, title, subject cards and other entries and is kept up-to-date.

- ( ) d. Periodicals are organized and indexes are available.
- ( ) e. Pamphlets and similar materials are properly organized.
- ( ) f. All library materials of permanent value which are institutional property are accessioned, classified and cataloged.
- ( ) g. Audio-visual materials are catalogued and arranged systematically.
- ( ) h. Shelf-list and accession records are kept up-to-date.
- ( ) i. Books and other materials are properly shelved and frequently shelf-read.
- ( ) j. Books and journals are repaired/rebound according to accepted standards.
- ( ) k. Library materials which are no longer useful are discarded.
- ( ) l. Rare and valuable materials are preserved and conserved in a safe place.

#### EVALUATION

On the basis of the above analysis for **B. Collections**, rate the following:

- ( ) a. Book collection
- ( ) b. Periodicals collection
- ( ) c. Other print and non-print materials
  
- d. Library materials for the disciplines/programs of the college or colleges applying for accreditation. (give rating per college(s) applying for accreditation)
- ( ) e. Organization and care

COMMENTS

**C. PERSONNEL**

ANALYSIS

1. As a separate exhibit, give the following information concerning the Head Librarian and each of the professional staff members:

- a. Name
- b. Educational qualification
- c. Professional experience
- d. Special training/expertise
- e. Status and rank in the college
- f. Amount of time devoted exclusively to library duties
- g. Other information pertinent to qualification and present status

- ( ) 2. There is an adequate number of support staff.
- ( ) 3. Provisions are made for student assistants, *where applicable*
- ( ) 4. Librarians have academic status.
- ( ) 5. Librarians and staff participate in College/University activities.
- ( ) 6. The Head Librarian is a member of the policy-making body of the institution/college.
- ( ) 7. The Head Librarian participates in the recruitment and selection of library personnel.
- ( ) 8. Salaries and benefits of librarians are consistent with their academic preparation, experience and responsibilities and are comparable to those of faculty.

- ( ) 9. The members of the support staff are well-trained and qualified to perform the duties assigned to them.
- ( ) 10. Opportunities are provided for the professional growth of the library staff.

#### EVALUATION

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

- ( ) a. Qualifications of staff
- ( ) b. Adequacy of support staff
- ( ) c. Academic status of librarians
- ( ) d. Library staff compensation and fringe benefits
- ( ) e. Library staff development program
- ( ) f. Participation in college/university activities.

#### **D. FINANCIAL SUPPORT**

##### ANALYSIS

1. State the library fee charged per student  
P \_\_\_\_\_ per semester/trimester/quarter.
- ( ) 2. All library fees are used solely for library operations.
- ( ) 3. Ways of augmenting financial resources are explored.
- ( ) 4. What were the library expenditures in the past five years?

Allocation and Expenditures

School Year					
Books					
Periodicals					
Other materials					
Binding and repair					
Supplies and Equipment					
Computerization					
Physical Improvements					
Miscellaneous					
TOTAL					

5. Describe briefly the procedures for the requisition of library materials, supplies and other items.

EVALUATION

On the basis of the above analysis for **D. Financial Support**, rate the following:

- ( ) a. Library budget
- ( ) b. Requisition system for library collections
- ( ) c. Other sources of fund

**E. SERVICES AND USE**

ANALYSIS

1. The library is open \_\_\_\_ hours a week, broken down as follows;

\_\_\_\_\_

2. For Faculty members:

a. Numbers of faculty members by program:

Program: \_\_\_\_\_

Status	Number of Faculty
Full-time	
Part-Time	

- b. The total number of loans to faculty members for the last full academic year was \_\_\_\_\_.
- ( ) c. The library staff regularly informs the teachers of materials and equipment recently acquired.
- ( ) d. The library staff assists the teachers by providing instructional and research materials which they need.
- ( ) e. The library provides reading lists and course bibliographies as requested.
- ( ) f. Teachers encourage students to use the library regularly and to develop the lifelong habit of reading.

3. For the students:

- a. The number of students by college or program for the current school year:

<u>College/Program</u>	<u>Number of Students</u>

- b. The total number of loans to students for the last full academic year:

Home-reading loans \_\_\_\_\_  
Reserve materials \_\_\_\_\_  
Others:

- c. Other indications of frequent or infrequent use of the library by the students, e.g., use of reference books, periodicals, etc. for consultation, group discussion sessions in connection with library assignments.

- ( ) 4. There is a library orientation program for students and new faculty.
- ( ) 5. The open-shelf system is practiced.
- ( ) 6. Reference service is available at all hours that the library is open.
- ( ) 7. Circulation procedures are properly coordinated and efficient.
- ( ) 8. Services extended for the use of audio-visual and/or microform equipment are handled by trained personnel.
- ( ) 9. Photocopying services are available.
- ( ) 10. Library handbooks or mimeographed rules and regulations of the library are provided.
- ( ) 11. Other services needed by the users are provided (scanning, CD burning, printing).
- ( ) 12. There are discussion rooms and silent study rooms.

#### EVALUATION

On the basis of the above analysis for ***E. Services and Use***, rate the following:

- ( ) a. Library resources and facilities
- ( ) b. Services
- ( ) c. Use of library by faculty and students

#### COMMENTS

### **F. PHYSICAL FACILITIES**

#### ANALYSIS

1. The library as a physical unit is:

- ( ) a. sufficiently large to provide the services it is supposed to render.
- ( ) b. easily accessible to the clientele.
- ( ) c. conducive to quiet study and research.
- ( ) d. adequately lighted.
- ( ) e. properly ventilated.
- ( ) 2. The Head Librarian is provided with an office located in an area where he can effectively monitor library activities.
- ( ) 3. Stacks for the various collections are adequate.
- ( ) 4. Reading areas are sufficiently large and the number of seats provided is suited to present faculty and student needs.
- ( ) 5. The staff work area is adequate in size, well lighted and properly ventilated.
- ( ) 6. Appropriate furniture and equipment are provided.
- ( ) 7. The arrangement of furniture, equipment and other facilities is functional.
- ( ) 8. Control and security measures are adequate.

EVALUATION

On the basis of the above analysis for **F. Physical Facilities**, rate the following:

- ( ) a. Location
- ( ) b. Facilities
- ( ) c. Arrangement and functionality of work areas
- ( ) d. Control and security

COMMENTS

SUGGESTED APPENDICES:

Qualifications of Librarians  
Library Development Program  
Library Performance Report  
Library Budget  
Statistics on Library Usage

BEST FEATURES

RECOMMENDATIONS

EVALUATION FORM A

SECTION V

**LABORATORIES**

CONTENTS

- A. Rooms
- B. Equipment and Supplies
- C. Maintenance and Improvement
- D. Safety Provisions

NAME OF INSTITUTION: \_\_\_\_\_

LOCATION: \_\_\_\_\_

PROGRAM(S) UNDER SURVEY:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ANALYSIS MADE BY:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EVALUATION MADE BY:

\_\_\_\_\_  
\_\_\_\_\_

DATE COMPLETED:

\_\_\_\_\_

## EVALUATIVE CRITERIA

Criteria:

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

### **A. 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.

Certain courses require specific equipment and supplies. For Business Administration, for example, there should be an incubator room for entrepreneurship.

For Language courses, the laboratory should have equipment and materials needed by students to acquire aural and lingual skills. These include tape recorders, tapes or CDs, earphones and others.

For Nutrition/Home Economics, there should be a food laboratory, clothing and textile laboratory and a practice house. All these should be properly and adequately equipped according to the requirements of the courses.

For Teacher Education, there should be appropriate teaching materials and aids, especially those required for practice or student teaching.

For Psychology courses, the laboratory should have a one-way mirror.

For Computer Laboratories, the laboratory/ies should have updated computer equipment and peripherals with appropriate and

licensed software needed by students and faculty to acquire computer literacy and competence.

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 continually maintain its science and technological laboratory facilities and equipment. It should also manifest its alertness to educational progress in scientific and technological 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. 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 Evaluation Form are designed to discover the extent to which the laboratories of the College or institution conform to this general criterion.

The laboratories to be evaluated are those being used by the students of the college or institution applying for accreditation. If more than one college of the institution makes use of the same laboratories, the adequacy of space, equipment, 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 letters:

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

### EVALUATION

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

5 - Excellent:

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

4 - Very Good:

The provisions or conditions are implemented and are functioning well, or

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

#### BEST FEATURES

In the space provided, list briefly the strengths of the institution in the particular area.

#### RECOMMENDATIONS

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

## A. ROOMS

### ANALYSIS

#### Science Lecture Rooms

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 adhering to the guidelines set by the Philippine Drug Enforcement Agency (PDEA) 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.
- ( ) 6. Gas, water and electricity are readily available in rooms and places where their use would normally be demanded.

Specific Requirements:

Laboratory Rooms for Biology and Related Subjects

- ( ) 1. Furniture is placed such that microscopes can receive light from the windows, unless microscope lamps are used.
- ( ) 2. Rooms have at least two sinks (these may be at the sides), each with two faucets.
- ( ) 3. There are gas and electrical outlets with voltages clearly indicated.
- ( ) 4. There is space for pots, aquariums and life cultures where there is natural light.
- ( ) 5. There is available garden space for procuring specimens and performing experiments.

- ( ) 6. Microscopes, slides, charts etc. are stored apart from chemicals.
- ( ) 7. There are glass cabinets to display specimens.
- ( ) 8. There are shelves for materials needed for ready reference.
- ( ) 9. There are fume hoods wherever toxic and/or noxious chemicals are handled.

#### Laboratory Rooms for Chemistry

- ( ) 1. Each laboratory table is provided with water and gas outlets per work area.
- ( ) 2. In the basic courses, there are at most three students assigned to each work area.
- ( ) 3. In the advanced courses, students are able to work individually
- ( ) 4. Electrical outlets with voltages clearly indicated are provided.
- ( ) 5. Each laboratory table has at least one sink.
- ( ) 6. Laboratory table tops are chemical resistant.
- ( ) 7. There are fume hoods wherever toxic and/or noxious gases are produced.
- ( ) 8. Students have lockers - one per group of two students.
- ( ) 9. Shelves are provided for storing chemicals or reagents which are made accessible to students.

#### Laboratory Rooms for Physics

- ( ) 1. Work tables are sturdy, with table tops having overhangs for clamps.
- ( ) 2. There are water sinks for student use.
- ( ) 3. Each table has electrical outlets with voltages clearly indicated.

- ( ) 4. There is provision for gas outlets.
- ( ) 5. The laboratory room has a demonstration table fitted with gas and electrical outlets and a sink.
- ( ) 6. The laboratory room may be darkened by shades or drapes for experiments.
- ( ) 7. Fans (or air conditioning units) are available when the room is darkened.

Laboratory Rooms for Computers

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 applications are available.
- ( ) 5. Computer software used in the laboratory/ies are legally licensed.
- ( ) 6. Computer supplies for peripherals (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 the 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.

EVALUATION:

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

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

ANALYSIS

For Language courses

- ( ) 1. Equipment and materials used conform to the requirements necessary for the acquisition of aural and lingual skills.
- ( ) 2. The following equipment and supplies are available:
  - ( ) a. Tape recorders
  - ( ) b. Projectors (overhead; liquid crystal display (LCD))
  - ( ) c. Taped language drills
  - ( ) d. Language records
  - ( ) e. Individual ear phones
  - ( ) f. Microphones
  - ( ) g. sound system/amplifier
  - ( ) h. \_\_\_\_\_
- ( ) 3. Equipment at hand and the language drills performed exceed the minimum requirements of the prescribed course.
- ( ) 4. Equipment and supplies provided enable students to work individually as well as in groups.
- ( ) 5. A technician is available for the upkeep of the language laboratory.
- ( ) 6. An inventory of supplies and equipment is maintained.
- ( ) 7. Language drills used in the laboratory supplement classroom instruction.
- ( ) 8. The laboratory equipment is periodically upgraded.

## EVALUATION

On the basis of the above analysis for **Courses in Language**, rate the following:

- ( ) a. Equipment and supplies for language courses
- ( ) b. Utilization of laboratory rooms/facilities

## ANALYSIS

### For courses in Business

- ( ) 1. Sufficient equipment in the Business laboratory (if applicable).
- ( ) 2. Business forms are available.
- ( ) 3. Appropriate practicum is carried out for business courses and are adequately supervised.

## EVALUATION

On the basis of the above analysis for **Business Courses**, rate the following:

- ( ) a. Adequacy of office practice equipment
- ( ) b. Utilization of office equipment
- ( ) c. Effectiveness of practicum required for business courses

## ANALYSIS

### For courses in Home Economics

- 1. There are provisions for:
  - ( ) a. clothing and textiles laboratory.
  - ( ) b. food laboratory.
  - ( ) c. laboratory for home and family life (practice house).

2. The laboratory rooms have:

- ( ) a. adequately equipped demonstration areas.
- ( ) b. equipment, supplies and furnishings which conform to the requirements of the prescribed course.
- ( ) c. storage space for supplies and equipment.
- ( ) d. provisions for fire-fighting equipment.

3. The practice house has a completely furnished:

- ( ) a. kitchen
  - ( ) b. dining room
  - ( ) c. living area with bedrooms and bathrooms.
- ( ) 4. Adequate supply of water
  - ( ) 5. The practice house can comfortably accommodate a small group of students.
  - ( ) 6. The proximity of the practice house to the school building allows for close supervision and makes it convenient for the students to attend their other classes.
  - ( ) 7. Equipment and supplies provided are sufficient to enable students to work in small groups.
  - ( ) 8. Projects performed exceed the minimum requirements of the prescribed course.
  - ( ) 9. There is periodic inventory of supplies and equipment (Append recent list).
  - ( ) 10. There is an efficient system of requisition.
  - ( ) 11. There is evidence of periodic accession of new equipment beyond minimum requirements.
  - ( ) 12. Equipment and supplies are systematically stored in appropriate cabinets, etc.

## EVALUATION

On the basis of the above analysis for ***Courses in Home Economics***, rate the following:

- ( ) a. Laboratories for Home Arts
- ( ) b. Utilization of laboratories
- ( ) c. Adequacy of equipment and supplies to enable the students to work in small groups
- ( ) d. Safety provision

## COMMENTS

### **B. EQUIPMENT AND SUPPLIES**

#### ANALYSIS

Note: Append to this form (1) a list of the fields of concentration offered by the institution (2) the latest list, by titles, of the experiments required in the courses for which the institution provides laboratories.

- ( ) 1. Apparatus, tools, and materials conform to the requirements of the experiments listed in (2) of the Note given above.
- ( ) 2. Equipment and experiments performed exceed the usual requirements of the courses given.
- ( ) 3. There is 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 Instruments and Supplies, rate the adequacy of instruments 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 accession of new equipment beyond minimum requirements.
- ( ) 10. The laboratory fees charged are adequate (Append schedule of fees together with the percentage of

income from fees used (a) for replacement of supplies and (b) for improvement of apparatus.)

- ( ) 11. There is an adequate number of capable laboratory technicians or assistants.

#### EVALUATION

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

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

#### COMMENTS

### D. 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 with neutralizing solution and safety chart is 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 noxious gases are done using fume hoods.
- ( ) 13. There is general good housekeeping so that the rooms have a clean and orderly appearance. Students' tables are orderly and waste material is disposed of immediately after the experiment. Students have their apparatus neatly arranged on their tables or stored properly. There is daily janitorial service.
- ( ) 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 by properly trained personnel.
- ( ) 20. Proper disposal of waste materials is observed.

#### EVALUATION

On the basis of the above analysis for **D. Safety Provisions**, rate the following;

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

#### COMMENTS

#### SUGGESTED APPENDICES

1. List of the fields of concentration offered by the institution
2. Latest list, by titles, of the experiments required in the courses for which the institution provides laboratories.
3. List laboratory equipment available for various courses.

#### BEST FEATURES:

#### RECOMMENDATIONS:

EVALUATION FORM A

SECTION VI

**FACILITIES**

**CONTENTS**

- A. Site
- B. Campus
- C. Buildings
- D. Building Services
- E. Classrooms
- F. Auditorium
- G. Athletic Services
- H. Food Service Areas
- I. Offices and Staff Rooms
- J. Student Activities
- K. Clinic And/Or Infirmary
- L. Dormitory (Optional)

NAME OF INSTITUTION: \_\_\_\_\_

LOCATION: \_\_\_\_\_

PROGRAM(S) UNDER SURVEY:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ANALYSIS MADE BY:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EVALUATION MADE BY:

\_\_\_\_\_  
\_\_\_\_\_

DATE COMPLETED:

\_\_\_\_\_

## EVALUATIVE CRITERIA

The Facilities of a college should be adequate for the attainment of the objectives of the college. Facilities includes site, campus, buildings, equipment and building services.

In the planning of new school buildings or in the remodeling of old ones, the function of each building, or more specifically, of each room, must first be considered, and then carefully studied, since form follows function. The architect can best serve his client if even at the earliest stage of planning and remodeling he can already consult with the department heads concerned and not only with the school head or the financial officer. He should not only be concerned with the particular structure to be built or remodeled, but also must take into account the relationship of that building with the others and with the whole campus in general.

### **A. Site**

The site should be located in a wholesome environment - safe from traffic and transportation hazards, sufficiently free from noise, dust, odors, smoke, and other undesirable elements. It should be provided with adequate facilities for drainage and sewage disposal. Its size should be adequate to meet the needs of the present school population and of foreseeable future expansion. The school should be accessible to the present and the anticipated school population.

### **B. Campus**

The campus should be so planned that it will be adequate for the social, physical, cultural, and religious needs of the school. It should be kept aesthetically attractive.

It should be provided with sufficient facilities for intramural programs and for physical education classes and athletic activities. Provisions should be made for military drill grounds, if required by the school. It should have adequate parking area/s.

### **C. Buildings**

The buildings should be functionally designed, constructed of strong, durable materials and equipped to withstand earthquakes, typhoons, and fire hazards. Their design should be pleasing to

the eye, in harmony with the surroundings and at the same time conducive to quiet, serious learning.

They should be satisfactorily planned so as to meet future expansion needs. There should be well-planned entrances and exits to ensure the safe and convenient movement of the school population.

Stairways and fire exits should be adequate in size and number, and should be conveniently located. There should be no obstructions in corridors that would impede the free flow of student traffic.

Buildings should conform to current national building codes.

#### ***D. Building Services***

The buildings should be well-illuminated and well-ventilated. The water supply should be adequate for all the buildings, and safe drinking water should be available in conveniently located areas.

Provisions should be made for blackboard space, lockers and fire extinguishers as well as for adequate custodial services and proper waste disposal.

#### ***E. Classrooms***

The size and number of classrooms should be sufficient to accommodate the student population. Classrooms should have a pleasant atmosphere and should be clean and adequately equipped with furniture and blackboards/whiteboards. There should be satisfactory provisions for proper lighting, ventilation and freedom from noise.

They should be provided with convenience outlets appropriate for the use of computer and multimedia equipment.

#### ***F. Auditorium***

The auditorium should have a seating capacity adequate to meet school requirements. It should be functionally designed and should have good acoustics and proper ventilation. Necessary facilities and equipment should be available and kept in good condition.

### **G. Athletic Services**

The athletic facilities should be accessible to the student population as well as sufficient in number and in variety to meet the requirements of the school. There should be suitable arrangements for athletic activities during the rainy season.

### **H. Food Service Areas**

The food service areas should be adequate for the school population. These areas should be conveniently located and well-planned to ensure efficiency and a good traffic flow. Food service areas should be adequately equipped and kept sanitary. There should be proper provision for efficient and sanitary garbage disposal.

### **I. Offices and Staff Rooms**

Adequate provisions should be made for administrative offices, staff rooms, private counseling rooms, and reception areas. There should be mail and bulletin board facilities, and if possible, fire proof vaults or its equivalent for storing permanent records.

The faculty/staff should have rest rooms and work areas that are conveniently located, restful, pleasant, and equipped with adequate facilities.

### **J. Student Activities**

Adequate space and equipment should be provided for the different student activities.

### **K. Clinic and/or Infirmary**

An infirmary and a school clinic for physical and dental examinations should be adequately equipped to serve the school population. Both should have privacy and quiet.

### **L. Dormitory (optional)**

Dormitories should be adequate in size, comfortable, clean and pleasant to live in.

There should be provisions for a study area, a reception area for visitors, ample storage space, adequate fire exits, as well as first aid facilities.

## EXPLANATION

The Facilities of the institution should be adequate for the attainment of the objectives of the institution. This is the general norm which has determined the choice of items for the Analysis and Evaluation sections in this form.

## ANALYSIS

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

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

## EVALUATION

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

5 - Excellent:

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

4 - Very Good:

The provisions or conditions are implemented and are functioning well, or

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

#### BEST FEATURES

In the space provided, list briefly the strengths of the institution in the particular area.

#### RECOMMENDATIONS

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

## A. SITE

### ANALYSIS

- ( ) 1. The site creates a wholesome environment and is relatively free from traffic and transportation dangers, noise and dust.
- ( ) 2. It is sufficiently free from odors, smoke and other undesirable elements.
- ( ) 3. It is provided with adequate facilities for sewage disposal and drainage.
- ( ) 4. Its size is adequate to meet the needs of the present school population and adjustments can be made to handle expected normal future expansion.
- ( ) 5. It is accessible by public transportation or by school bus.

### EVALUATION

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

- ( ) a. Provision for noise, air pollution, sewage disposal and drainage
- ( ) b. Accessibility of school site
- ( ) c. Adequacy of size of campus

### COMMENTS

## B. CAMPUS

### ANALYSIS

- ( ) 1. There is a campus development plan preferably prepared by a professional architect.
- ( ) 2. It is aesthetically planned, attractively landscaped, clean and well-maintained.

- ( ) 3. Where needed, covered walks protect the students against inclement weather when going from one building to another.
- ( ) 4. It is sufficiently extensive for military drills and for outdoor educational activities: social, physical, athletic, cultural, religious.
- ( ) 5. Safety for students is guaranteed en route to and from play and recreational areas.
- ( ) 6. It should have adequate parking area/s with provision for disabled persons.

#### EVALUATION

On the basis of the above analysis for **B. Campus**, rate the following:

- ( ) a. Aesthetically planned campus that is well-maintained.
- ( ) b. Safety provisions within the campus.
- ( ) c. Adequate provisions for outdoor educational activities.

#### COMMENTS

### C. BUILDINGS

#### ANALYSIS

- ( ) 1. The various buildings are located with a view to relationships of functions, and are situated and planned so as to meet satisfactorily the need for future expansion.
- ( ) 2. The interior and exterior design of the buildings is pleasing and blends with the surroundings.
- ( ) 3. Buildings are conducive to quiet and serious learning.

- ( ) 4. Well-planned entrances and exits permit the use of specific buildings made available to the outside community.
- ( ) 5. The buildings are comparatively easy to clean and maintain.
- ( ) 6. Fire escapes are adequate in number and readily accessible from any point of the building and fire exit doors (with safety bars) are readily opened from within. There is a working fire alarm system.
- ( ) 7. The buildings are constructed of strong and durable materials that will withstand earthquakes, typhoons, and fires. They meet all requirements of current building codes.
- ( ) 8. Corridors are wide enough, and are adequately lighted at all times. There are no pocket obstructions that impede the flow of traffic. Corridor floor materials are fire resistant.
- ( ) 9. Spaces under stairways are not used for storage of combustible materials.
- ( ) 10. Non-slip treads for stairs are provided as a safety measure.
- ( ) 11. There are continuous handrails or other protection devices at correct heights on stairways and ramps and wherever needed.
- ( ) 12. The certificate of occupancy is prominently displayed per building.

#### EVALUATION

On the basis of the above analysis for **C. Buildings**, rate the following:

- ( ) a. Exterior and interior design and functionality of the buildings
- ( ) b. Provisions for health and safety
- ( ) c. Meeting all requirements of current building codes

COMMENTS

**D. BUILDING SERVICES**

ANALYSIS

Illumination and Ventilation

- ( ) 1. There are sufficient window areas to provide natural lighting at proper level.
- ( ) 2. Natural light is supplemented by properly shielded artificial light so that all activities have adequate illumination levels without too great a contrast.
- ( ) 3. All rooms and areas have provisions for adequate illumination according to their needs by day and by night.
- ( ) 4. There are sufficient, well-located and readily accessible electrical outlets and switches in all rooms.
- ( ) 5. All reading surfaces are free from glare and the color of the walls, ceiling and floor contributes to satisfactory illumination.
- ( ) 6. There is a sufficient supply and proper circulation of clean air in all classrooms, instruction areas, corridors and stairs, comfort rooms and other areas.

Water, Sanitation and Maintenance

- ( ) 1. The water supply is adequate for all buildings with sufficient, sanitary, operational and well-distributed drinking fountains to meet the needs of the institution.
- ( ) 2. There are regular potability tests of the drinking water.

- ( ) 3. There are sufficient, separate, and conveniently accessible toilet facilities for the male and female population.
- ( ) 4. All toilets and bathrooms are kept in sanitary and working conditions.
- ( ) 5. There are conveniently located water faucets for cleaning and maintaining the buildings which are kept clean and attractive.

#### Specific Building Services

- ( ) 1. There is a designated office to take care of the building utilities.
- ( ) 2. There is an up-to-date plan of the electrical wiring system, certified by a public inspector, (scale 1:100 M) of the building.
- ( ) 3. Signs indicating fire exits and locations of firefighting equipment, standpipes and other water sources are prominently displayed in each building.
- ( ) 4. There is a site plan (Scale 1:150 M) displayed prominently on campus indicating the location of the different buildings with their proper identification, driveways, parking areas, etc.
- ( ) 5. There is a ramp for disabled persons.
- ( ) 6. There is a fire alarm system and fire extinguishers of the proper types are available to cope with the fires that may occur in the classrooms, laboratories, kitchen, etc.
- ( ) 7. Fire extinguishers and other fire-fighting equipment are inspected regularly and are kept in good working condition. Fire alarm push-button stations are positioned conveniently, conspicuously marked and working.
- ( ) 8. Fire drills are conducted regularly.
- ( ) 9. All combustible materials are stored safely - away from doorways, staircases and garages.

- ( ) 10. There are sufficient number of wastebaskets in classrooms/offices and trash cans with covers on campus.
- ( ) 11. There is a provision for waste segregation.
- ( ) 12. There is adequate bulletin board space.
- ( ) 13. There is a janitorial and maintenance staff with proper workroom and equipment for the inspection and maintenance of the buildings.
- ( ) 14. Security measures are provided for the safety of the school population.
- ( ) 15. There is a central time signal system.

#### EVALUATION

On the basis of the above analysis for **D. Building Services**, rate the following:

- ( ) a. Illumination and ventilation
- ( ) b. Water, sanitation and maintenance
- ( ) c. Fire prevention and safety precautions
- ( ) d. Building services

#### COMMENTS

## E. CLASSROOMS

### ANALYSIS

- ( ) 1. A sufficient number of classrooms is available for effective instruction.
- ( ) 2. Classrooms conform in size requirements (at least 1 sq. m. per student for lecture rooms and 2 sq.m. per student for laboratory rooms).
- ( ) 3. Movable classroom partitions make possible changes in dimensions and arrangement of classes.
- ( ) 4. The classrooms are clearly numbered and located with a view to relationship of function.
- ( ) 5. Classroom sessions are not disturbed by playground or off-campus noise.
- ( ) 6. Classroom furniture is sturdy and in good condition.
- ( ) 7. There are sufficient chalkboards/whiteboards in all classrooms.
- ( ) 8. There is a provision for convenience outlets appropriate for the use of computer and multimedia equipment.
- ( ) 9. Daily care is given to classrooms, floors, furniture, chalkboards/whiteboards, chalk trays and window sills.

### EVALUATION

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

- ( ) a. Classroom adequacy
- ( ) b. Classroom furniture/facilities
- ( ) c. Classroom use and upkeep

### COMMENTS

## F. AUDITORIUM

### ANALYSIS

- ( ) 1. The auditorium is accessible to the clientele.
- ( ) 2. There are adequate and well marked entrances, aisles of sufficient width and number, stairways and exits to the auditorium.
- ( ) 3. The seating capacity meets educational safety requirements.
- ( ) 4. The acoustics of the auditorium is good.
- ( ) 5. The design and decoration of the auditorium are attractive.
- ( ) 6. There is satisfactory ventilation in the auditorium.
- ( ) 7. The seats are comfortable.
- ( ) 8. Separate toilets for men and women are conveniently located and properly ventilated.
- ( ) 9. There is adequate stage lighting equipment with proper controls for adjusting intensity whenever necessary.
- ( ) 10. There is a fire resistant curtain for the stage and proper measures have been provided for preventing the spread of fire.
- ( ) 11. There are storage facilities for stage properties which are kept in sanitary and orderly condition.
- ( ) 12. There are conveniently located dressing rooms for both male and female performers.

### EVALUATION

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

- ( ) a. General appearance/condition of the auditorium
- ( ) b. Provision for acoustics and ventilation

( ) c. Dressing room(s) and storage facilities

( ) d. Provision for safety

#### COMMENTS

### G. ATHLETIC SERVICES

#### ANALYSIS

( ) 1. The athletic facilities are available as needed.

( ) 2. They are sufficient in quantity and variety to supply the normal requirements of a school of its size.

( ) 3. There are safety features for all areas of sports activities, including first aid facilities.

( ) 4. Suitable athletic activities can be conducted during rainy weather.

( ) 5. There are separate dressing rooms, toilet rooms, and shower facilities available for male and female students.

( ) 6. Sanitary drinking water is always available.

( ) 7. If the athletic program includes the use of a gymnasium, the latter has all the necessary safety and sanitary features.

#### EVALUATION

On the basis of the above analysis for **G. Athletic Services**, rate the following:

( ) a. Athletic facilities

( ) b. Safety and sanitary features

## COMMENTS

### H. FOOD SERVICE AREAS

#### ANALYSIS

- ( ) 1. The food service areas are suitably located with respect to the clientele and other facilities.
- ( ) 2. These service areas are adequate for the school population.
- ( ) 3. There is good traffic flow for these areas.
- ( ) 4. These areas are kept in sanitary condition.
- ( ) 5. The seating capacity is sufficient to meet the demands of its clientele.
- ( ) 6. Furniture and fixtures are attractive, durable, and cleaned regularly.
- ( ) 7. The floor surface is smooth, safe and cleaned regularly.
- ( ) 8. Drinking water is easily obtainable.
- ( ) 9. Lavatory facilities are accessible.
- ( ) 10. There is a provision for fire prevention and control.
- ( ) 11. The kitchen equipment is adequate, sanitary and efficient.
- ( ) 12. There are storage facilities which are adequate and kept in sanitary condition.
- ( ) 13. There are suitable dishwashing facilities.
- ( ) 14. Garbage disposal is adequate and sanitary.
- ( ) 15. Special needs of the students in the lunchroom (e.g., selection of food, quick availability of food, good manners, and the importance of cleanliness) are addressed.

- ( ) 16. The periodic health examination of food servers and the periodic inspection of the food being served are given due attention.
- ( ) 17. Food servers wear appropriate attire and secure permits regularly.
- ( ) 18. Sanitary permit is prominently displayed in the food service area.

#### EVALUATION

On the basis of the above analysis for **H. Food Service Areas**, rate the following:

- ( ) a. Adequacy of food service areas
- ( ) b. Cleanliness, sanitation and safety
- ( ) c. Quality of food and food services

#### COMMENTS

### I. OFFICES AND STAFF ROOMS

#### ANALYSIS

- ( ) 1. The general office areas are conveniently located for students and the public.
- ( ) 2. Private offices are provided for the main academic and administration officers.
- ( ) 3. Counseling rooms or guidance rooms are assured of the needed privacy.
- ( ) 4. There are accessible reception rooms or waiting areas where needed.
- ( ) 5. Permanent records are stored in fireproof vaults or equivalent storage.

- ( ) 6. The storeroom for office materials and supplies is conveniently located.
- ( ) 7. There are sufficient computers, filing cabinets, desks, and other office equipment in the general office.
- ( ) 8. The accounting and/or treasurer's office, the admissions and registrar's office are readily accessible to the students.
- ( ) 9. The clerical staff can work with a minimum of interference from the public.
- ( ) 10. There are faculty rooms and/or rest rooms with comfortable chairs and adequate writing/study facilities for the faculty.
- ( ) 11. There are mail and bulletin facilities for teachers in the main office or in the faculty room.

#### EVALUATION

On the basis of the above analysis for ***I. Offices and Staff Rooms***, rate the following:

- ( ) a. Offices and staff/faculty rooms
- ( ) b. Equipment and furniture of the offices

#### COMMENTS

### **J. STUDENT ACTIVITIES**

#### ANALYSIS

- 1. Adequate space and equipment are provided for the following student activities:
  - ( ) a. student government
  - ( ) b. student publication
  - ( ) c. student organizations

( ) d. others

EVALUATION

( ) On the basis of the above analysis for **J. Student Activity**, rate the: Space and equipment for student activities.

COMMENTS

**K. CLINIC AND/OR INFIRMARY**

ANALYSIS

- ( ) 1. The school clinic has enough space for the necessary medical and dental needs of the students.
- ( ) 2. The facilities in the clinic and in the infirmary are adequate.
- ( ) 3. Patients have direct access to toilets.
- ( ) 4. Both the clinic and the infirmary are free from noise.
- ( ) 5. Doors are wide enough for a stretcher.
- ( ) 6. There is access to transportation service in case of an emergency.
- ( ) 7. Students at the clinic and at the infirmary are assured of privacy.
- ( ) 8. Drinking water is available.
- ( ) 9. There is a provision for basic medicines.

EVALUATION

On the basis of the above analysis for **K. Clinic and/or Infirmary**, rate the following:

- ( ) a. Facilities of the school clinic/infirmary

( ) b. Provisions for sanitation and privacy

COMMENTS

**L. DORMITORY (Optional)**

ANALYSIS

- ( ) 1. There are adequate sleeping and study areas for boarders.
- ( ) 2. The dormitory is comfortable, pleasant, and free from noise.
- ( ) 3. Wardrobe closets and storage space are adequate and conveniently located.
- ( ) 4. Boarders have direct access to toilets and bathrooms.
- ( ) 5. Dining facilities are available in/or near the dormitory.
- ( ) 6. Boarders have a comfortable area where they may receive their visitors at certain times.
- ( ) 7. First aid facilities are readily available.
- ( ) 8. The dormitory has conveniently located fire exits and is equipped with fire-fighting equipment.

EVALUATION

On the basis of the above analysis for **L. Dormitory**, rate the following:

( ) a. Dormitory

( ) b. Sanitary and safety facilities

COMMENTS

SUGGESTED APPENDICES:

Floor Plans of building/ buildings  
Results of water potability tests  
Sanitary Permit

BEST FEATURES

RECOMMENDATIONS

EVALUATION FORM A

SECTION VII

**STUDENT SERVICES**

**CONTENTS**

- A. Organization and Administration
- B. Admissions
- C. Student Orientation
- D. Guidance Program and Services
- E. Student Support Services Program
- F. Co-curricular Programs and Activities
- G. Alumni

NAME OF INSTITUTION: \_\_\_\_\_

LOCATION: \_\_\_\_\_

PROGRAM(S) UNDER SURVEY:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ANALYSIS MADE BY:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EVALUATION MADE BY:

\_\_\_\_\_  
\_\_\_\_\_

DATE COMPLETED:

\_\_\_\_\_

## EVALUATIVE CRITERIA

The school has the responsibility to cooperate with the family and other social institutions to develop the total personality of the student. Thus, a program of student services, directed and coordinated by a professionally trained staff, is an integral part of institutional planning and operation. This program should be designed to assist the individual student to attain maximum self-realization and to become effective in his social environment. The institution's program of student services should complement the academic program.

### **A. Organization and Administration**

The school's program of student services should clearly reflect the vision-mission-goals of the institution. It should be supported by the needed physical facilities and adequate financial resources to meet its objectives. Lines of administrative relationships and cooperation should be clearly shown. Its objectives and program of activities and services should be known and accepted by the administration, faculty and students.

### **B. Admissions**

The admissions program of a college or university should provide for the proper selection and direction of prospective students. Policies and practices should clearly reflect the objectives of the institution and meet government regulations. Through established admissions criteria, the institution should be able to select and classify applicants who show reasonable chance for success in the different courses that they have chosen.

### **C. Student Orientation**

The college should have a program designed to orient new students as well as to reorient old students to the general philosophy and the characteristic values of the particular institution. This program, which may include sessions held a few days prior to the beginning of regular classes should include general class lectures, group and individual conferences and social activities. The effectiveness of an orientation program is measured by the degree to which students are able to acquire or assimilate the necessary knowledge about the school and its vision-mission-goals, core values to ensure proper adjustment to the new school and to feel a sense of security and belonging.

The orientation program should be periodically reviewed and evaluated by the administration, faculty, students and new graduates, so as to ensure its relevance and usefulness.

#### ***D. Guidance Program and Services***

Student services should include a sound and functional guidance program directed towards the welfare and the total holistic development of the students. The objectives of the guidance program must be consonant with the purposes and goals of the institution.

The guidance program should offer the following services:

- a. Individual Inventory Service - gives information about the student to aid him towards self-knowledge and self-realization.
- b. Testing - provides sufficient and timely data
- c. Information Service - provides the student with sufficient educational, social and occupational data to guide his choices and decisions.
- d. Individual and Group Counseling - helps the student to develop into a fully-integrated, mature and responsible person.
- e. Placement and Follow-up Services - provides career counseling, systematic contacts with alumni, job placement opportunities, and provisions for continuing education and involvement in community service.
- f. Research and Evaluation - assesses the effectiveness of the student services program for possible improvement.

#### ***E. Student Support Services Program***

The school should have a well organized student support services program, which provides the students with the needed financial aid, health services, etc.

#### ***F. Co-curricular Programs and Activities***

The school should provide a variety of suitable co-curricular activities that contributes to student development and are supportive of the school's objectives. The co-curricular programs

are well-organized and directed by a competent staff including qualified faculty members. Students are encouraged to participate in such activities that would contribute to the development of their talents and potentials. Programs and activities are evaluated so as to determine their effectiveness for student development.

**G. Alumni**

The influence of the college/university should extend beyond its walls through its alumni. The alumni are formally organized and the institution has a designated person responsible for alumni relations. Objectives of the alumni association are clear and well-disseminated. The association has a specific role in the general program of the institution and services are available to alumni through the alumni office.

The college program for the Alumni Association should make provisions for maintaining contact with graduates and draw on their resources for employment, support of development plans and other worthy activities. In turn, the alumni must be assured of the school's interest in their welfare.

EXPLANATION

The institution should concern itself with the welfare of the individual student. It should direct and assist the individual towards his/her personal, interpersonal and overall relations with society and the environment.

ANALYSIS:

The analysis consists of provisions, conditions or characteristics found in good institutions. The section on Analysis is intended to provide the factual basis required for the evaluation of the different aspects in this area.

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

- E** provision or condition exists extensively
- S** provision or condition exists moderately
- L** provision or condition is very limited

**M** provision or condition is missing but needed

**O** provision or condition does not apply

## EVALUATION

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

5 - Excellent:

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

4 - Very Good:

The provisions or conditions are implemented and are functioning well, or

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

## BEST FEATURES

In the space provided, list briefly the strengths of the institution in the particular area.

## RECOMMENDATIONS

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

## A. ORGANIZATION AND ADMINISTRATION

### ANALYSIS

#### Objectives

- ( ) 1. The objectives of the Student Services Program are clearly stated.
- ( ) 2. They are in harmony with and contributory to the implementation of the vision-mission-goals of the institution.
- ( ) 3. They are geared towards student welfare, growth and development.
- ( ) 4. They are known and understood by the students, faculty and the school administration.
- ( ) 5. They are well-publicized.

#### Student Services Program(SSP)

- ( ) 1. The SSP pattern of organization and relationships with the school administration, the instructional program and the community are clearly shown in the organizational chart.
- ( ) 2. The functions of the Student Services personnel are well-defined.
- ( ) 3. The Offices for Student Services are staffed with professionally qualified personnel.
- ( ) 4. The Student Services meet student needs and are sufficiently availed of by the students.

#### Administrative Support

- ( ) 1. The programs and activities provided by the Office of Student Services with the collaboration of the students are recognized and allotted sufficient time and attention by the administration.
- ( ) 2. The area of Student Services is represented in the policy and decision-making bodies of the college or institution.

- ( ) 3. There is a sufficient budget for Student Services.
- ( ) 4. The Student Services staff and personnel receive salaries commensurate to their professional preparation, position, and nature of work.
- ( ) 5. The various Student Services are provided with adequate personnel, physical facilities, equipment and materials.

#### EVALUATION

On the basis of the above analysis for **A. Organization and Administration**, rate the following:

- ( ) a. Objectives
- ( ) b. Student Services Program
- ( ) c. Administrative Support

#### COMMENTS

### **B. ADMISSIONS**

#### ANALYSIS

- ( ) 1. There is an admissions program, which provides clearly defined policies and procedures on the selection and admission of students.
- ( ) 2. Policies and procedures reflect the institutional purposes and objectives.
- ( ) 3. Policies and procedures are contained in the school's catalogue or Bulletin of Information.
- ( ) 4. The admissions program is headed by an officer or director of admissions.
- ( ) 5. The school utilizes effective tools and devices in the selection and admission of students.
- 6. The Admissions policies are effectively implemented such that strategies used result in the enrollment of desired quality and number of students.

7. The admission procedures are:

- ( ) a. clearly stated in the catalogue or prospectus
- ( ) b. described in bulletin board announcements
- ( ) c. simple and easy to follow
- ( ) d. executed in an orderly manner
- ( ) e. followed by all incoming students alike.

8. Incoming students are screened through *(please check)*:

- ( ) a. the school's entrance exams
- ( ) b. some form of entrance exams shared with other schools
- ( ) c. interviews
- ( ) d. \_\_\_\_\_.

( ) 9. The ultimate decision concerning the admission of the students is made by \_\_\_\_\_.

( ) 10. Early applications are encouraged so that those not accepted can apply elsewhere.

( ) 11. The statement of admission procedures are distributed early to feeder schools.

( ) 12. Describe the steps taken in the admission and selection of students.

13. Fill out the following data on the admissions program for the last three (3) years:

(On a separate sheet, answer this number for each college under survey)

School Year	____ - ____		____ - ____		____ - ____	
	No.	%	No.	%	No.	%
a. Number applied						
b. Number accepted						
c. Number rejected						
d. Number enrolled						

( ) 14. The forms filled out by or for the incoming students contain the information needed for their permanent record.

15. Give the enrollment figures for the last 3 years, including the current year, for each college/program under survey.

College/ Program	School Year ____ - ____		School Year ____ - ____		School Year ____ - ____	
	1st sem	2nd sem	1st Sem	2nd sem	1st sem	2nd sem

( ) 16. There is a clear policy on student retention.

EVALUATION

On the basis of the above analysis for **B. Admissions**, rate the following:

- ( ) a. Policies for admissions
- ( ) b. Procedures for admissions/retention
- ( ) c. Network and linkages for recruitment purposes

COMMENTS

**C. STUDENT ORIENTATION**

ANALYSIS

- 1. Describe the student orientation program.
- ( ) 2. The orientation program aims to help students adjust to college life.
- ( ) 3. It is an ongoing and developmental program.
- ( ) 4. It is intended for all students.
- ( ) 5. It is well organized and systematically implemented.
- 6. Orientation is effected through:
  - ( ) a. symposia
  - ( ) b. counseling
  - ( ) c. brochures
  - ( ) d. hand-outs
  - ( ) e. student handbook
  - ( ) f. others ( *specify* )  
\_\_\_\_\_  
\_\_\_\_\_
- ( ) 7. The orientation program is regularly evaluated.
- ( ) 8. Necessary changes in the orientation program are made when needed.
- ( ) 9. A systematic student feedback mechanism is in place.

EVALUATION

- ( ) On the basis of the above analysis for **C. Student Orientation**, rate the Orientation Program.

COMMENTS

**D. GUIDANCE PROGRAM AND SERVICES**

ANALYSIS

Objectives

- ( ) 1. The objectives of the guidance program are consonant with the vision-mission-goals of the institution.
- ( ) 2. They are oriented towards student self-realization and total personality development.

Services

**Individual Inventory Service**

- ( ) 1. Information data about each student, his needs, abilities, interests, as well as his educational and family background, are compiled and filed in a cumulative folder.
- ( ) 2. Information about the students is kept up-to-date.
- ( ) 3. The counselor makes good use of such information in guiding students.
- ( ) 4. Confidentiality of certain data about the student is maintained and respected.

**Testing Program**

- 1. List the tests that are currently being used by the school and other tests available in the Guidance Office.

_____	_____
_____	_____

- ( ) 2. There is a systematic and continuing testing program.
- ( ) 3. The tests and evaluative techniques being used are valid, reliable and useful.
- ( ) 4. Results are made available to the students to help them gain self-understanding.

- ( ) 5. Results are utilized by the faculty and administrators for meeting student needs.

**Information**

- ( ) 1. Relevant educational, occupational and social information is properly disseminated to students and their parents.
- ( ) 2. The information provided is up-to-date and systematically organized.

**Counseling**

- ( ) 1. The nature and the purpose of the counseling process are understood by the students.
- ( ) 2. The ratio between the number of counselors and the number of students is adequate.
- ( ) 3. Individual and group counseling are available to all students.
- ( ) 4. Efforts are exerted to ensure that as many students as possible avail of the counseling service.
- ( ) 5. The faculty is oriented to the counseling services so as to facilitate coordination and referrals.
- ( ) 6. Counseling services are coordinated with other sectors of the school and community to promote the student's total development.
- ( ) 7. The counseling staff regularly participate in in-service training.

**Placement and Follow-Up**

- ( ) 1. Career guidance is provided to enable students to choose appropriate programs/major courses or fields of specialization.
- ( ) 2. The school provides career counseling to prospective graduates in preparation for their entry into a career or employment.

- ( ) 3. The school maintains systematic contact with its graduates and alumni.
- ( ) 4. It involves alumni in its programs for placement, continuing education and community involvement.
- ( ) 5. Formal linkages are established with the employment sector for systematic recruitment and orientation of graduating students.
- ( ) 6. Follow-up studies of graduates are made to evaluate their preparedness for work and acceptability for employment.

**Research and Evaluation**

- ( ) 1. There is a continuing and systematic evaluation of the effectiveness of the Student Services.
- ( ) 2. Research findings are utilized by administrators, faculty and the Student Services staff.
- ( ) 3. Evaluation results guide changes in school policies, academic programs, and services.

EVALUATION

On the basis of the above analysis for ***D. Guidance Program and Services***, rate the following:

- ( ) a. Objectives
  - b. Services
    - ( ) Individual Inventory Service
    - ( ) Testing Program
    - ( ) Information
    - ( ) Counseling
    - ( ) Placement and Follow-Up
    - ( ) Research and Evaluation

COMMENTS

**E. STUDENT SUPPORT SERVICES PROGRAM**

ANALYSIS

Campus Ministry

- ( ) 1. There is a clearly articulated Campus Ministry program.
- ( ) 2. There is an officer-in-charge of Campus Ministry.
- 3. The services offered by the Campus Ministry Office are:  
  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- ( ) 4. Campus Ministry program is periodically evaluated to assess its impact on the students.
- ( ) 5. A budget is allocated for the Campus Ministry Program.

Scholarship Grants and Financial Aid

- ( ) 1. The school grants scholarships and financial aid to deserving and financially challenged students.
- ( ) 2. The scholarship and financial aid programs are systematically managed.
- ( ) 3. The programs are supported by community resources in addition to a definite allocation in the school budget.
- ( ) 4. Information about the Scholarships and Financial Aid Programs are disseminated to the community and feeder schools.
- ( ) 5. There is a monitoring mechanism for the performance of grantees.

### Health Services

- ( ) 1. A clearly-defined Wellness Program is made available to the students.
- ( ) 2. Professionally-trained and licensed medical and dental personnel carry out the health care program.
- ( ) 3. Adequate facilities and necessary medical-dental facilities, equipment and supplies are provided.
- ( ) 4. Health care is available during all school hours.
- ( ) 5. Parents or guardians are informed when students have serious health problems.
- ( ) 6. Records are kept systematically and up-to-date.
- ( ) 7. A provision for catering to emergency medical cases is in place.

### Food Services

- ( ) 1. Food services provide nutritious, well-balanced reasonably priced meals.
- ( ) 2. Food is prepared and served in a sanitary and comfortable place.
- ( ) 3. Food services are efficiently managed and supervised by competent staff.
- ( ) 4. The health examination of food service personnel and the inspection of food served are attended to regularly.
- ( ) 5. There is adequate space and facilities for food services.
- ( ) 6. There is a periodic evaluation of the food services.

### Housing Facilities (If applicable)

- ( ) 1. There is a definite school policy regarding housing facilities.

- ( ) 2. Housing facilities of students are accredited by the institution based on specific criteria.
- 3. Measures are taken by the administration to provide:
  - ( ) a. professionally trained resident managers/directors.
  - ( ) b. comfortable and sanitary living quarters.
  - ( ) c. adequate security and safety measures are in place
  - ( ) d. adequate recreational facilities.
  - ( ) e. supervised programs for weekends and holidays.
  - ( ) f. special orientation programs for new residents.
  - ( ) g. rooms conducive to quiet study and concentration.
  - ( ) h. coordination with the university administration personnel, such as the academic adviser, counselors, director of student activities, the testing bureau staff, the health services, staff, etc. as the case may require.
  - ( ) i. \_\_\_\_\_.

Other Services (If applicable)

#### Transportation

- ( ) Transportation facilities are made available for off - campus student activities.

Foreign Students' Assistance

- ( ) 1. There is a professionally qualified person in charge of looking after the needs and welfare of students from overseas.
- ( ) 2. Orientation programs to facilitate adjustment to the country and to the campus are made available.
- ( ) 3. Information on laws and regulations affecting foreign students is properly disseminated.

EVALUATION

On the basis of the above analysis for **E. Student Support Services Program**, rate the following:

- ( ) a. Campus Ministry
- ( ) b. Scholarship Grants and Financial Aid
- ( ) c. Health Services
- ( ) d. Food Services
- ( ) e. Housing Facilities
- ( ) f. Other Services
  - ( ) 1) Transportation
  - ( ) 2) Foreign Students' assistance

COMMENTS

## F. CO-CURRICULAR PROGRAMS AND ACTIVITIES

### ANALYSIS

- ( ) 1. The school provides a variety of co-curricular programs and activities that contributes to student development and are supportive of the school's educational objectives.
- ( ) 2. The school's policy for campus organizations and co-curricular activities is clear and generally accepted by the students.
- ( ) 3. There are moderators for all student organizations.
- ( ) 4. Co-curricular activities are under the direction and supervision of a qualified official (Dean of Student Affairs or his equivalent).
- ( ) 5. There is a harmonious balance between the academic and the co-curricular activities of students.
- ( ) 6. The school provides functional leadership training designed to tap the students' talents and develop them.
- ( ) 7. The effectiveness of co-curricular activities and campus organizations is evaluated periodically.
  - ( ) a. Students participate in the evaluation of co-curricular activities.
  - ( ) b. Evaluation results are taken into consideration in the improvement or revision of the program.
- ( ) 8. The program of co-curricular activities includes student publication, community projects, etc.
- ( ) 9. There are clear guidelines for off-campus activities.
- ( ) 10. Off-campus activities are supervised and safety is ensured at all times.

EVALUATION

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

- ( ) a. Co-curricular Programs and Activities
- ( ) b. Organization and supervision of co-curricular activities
- ( ) c. Supervision of off-campus activities

COMMENTS

**G. ALUMNI**

ANALYSIS

- ( ) 1. There is a formally organized Alumni Association.
- ( ) 2. Its objectives are published and distributed to its members and the prospective graduates of the school.
- ( ) 3. The alumni show interest and are involved in the continuing development of the institution.
- 4. The Alumni Association participates in the general school program through the following (*please check*):
  - \_\_\_ a. job placement
  - \_\_\_ b. spiritual assistance and religious activities
  - \_\_\_ c. guidance (professional and personality adjustment)
  - \_\_\_ d. policy formulation and program development
  - \_\_\_ e. evaluation

\_\_\_\_\_ f. others

- ( ) 5. An alumni directory is always kept up-to-date and disseminated to concerned sectors.

#### EVALUATION

On the basis of the above analysis for **G. Alumni**, rate the following:

- ( ) a. Organization of the Alumni Association  
( ) b. Participation of alumni in school programs  
( ) c. Information on alumni

#### COMMENTS

#### SUGGESTED APPENDICES:

Organizational flow chart  
Annual guidance plan  
Annual reports  
Orientation program  
Student services budget  
Description of the school's co-curricular services

#### BEST FEATURES

#### RECOMMENDATIONS

EVALUATION FORM A

SECTION VIII

**ADMINISTRATION**

**CONTENTS**

- A. Administrative Organization
- B. Academic Leadership and Governance
- C. Administration of Non-Academic Personnel
- D. Administration of Records and Reports
- E. Instructional Administration
- F. Financial/Business Administration
- G. Institutional Planning and Development
- H. Administration of Public Relations
- I. Internal Quality Assurance System

NAME OF INSTITUTION: \_\_\_\_\_

LOCATION: \_\_\_\_\_

PROGRAM(S) UNDER SURVEY:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ANALYSIS MADE BY:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EVALUATION MADE BY:

\_\_\_\_\_  
\_\_\_\_\_

DATE COMPLETED:

\_\_\_\_\_

## EVALUATIVE CRITERIA

An educational institution should have an administrative organization which facilitates the attainment of its purposes and objectives.

### **A. *Administrative Organization***

An educational institution should have a governing body that will be responsible for formulating the general policies of the institution. (i.e. Board of Trustees, Board of Regents, Executive Committee.) The policies of the Board should be implemented through a sufficient number of regularly appointed and qualified officials. An official document (i.e., organizational chart) should contain a detailed description of the organizational set-up of the whole institution and/or the colleges/programs under survey.

### **B. *Academic Leadership and Governance***

The head of the institution and the administrative team should be composed of personnel who are qualified with suitable work experience, preferably in a school setting. They are responsible for ensuring that the organization is effectively managed, efficient and viable.

The efficiency of the administrative set-up is a significant criterion to be considered with regards to the organizational hierarchy, on the institutional, departmental and unit levels. The institution should be guided by principles of good governance as it relates to consistency of policies and processes to its stated vision, mission, goals and core values.

In the performance of its duties, the administration should exhibit the following traits or characteristics: (1) participative and effective leadership; (2) strategic direction/planning (3) systematic decision making; (4) efficient/effective performance (5) accountability and transparency (6) alertness to opportunities for linkages and inter-institutional cooperation; (7) knowledge of and participation in financial management; and (8) sense of fairness, social awareness and civic consciousness.

**C. Administration of Non-Academic Personnel**

Administration should be supported by an adequate staff of non-academic personnel qualified for their specific roles with clear and rationalized job specifications and descriptions.

Employment procedures/policies should be well-defined and are articulated in a separate personnel/staff manual. Genuine concern for employees should be evident in: terms of employment, compensation and benefit scheme, orientation and reorientation programs for new and old employees, a needs-based development program, good working conditions, a mechanism for dialogue and a grievance procedure. There should be a system of supervision and performance evaluation that is well accepted and understood by all concerned.

**D. Administration of Records and Reports**

Administration of Records and Reports will require well-kept/documentation of:

- Minutes of meetings of various groups (i.e., Board of Trustees meetings, Executive Committees, Management Councils)
- Faculty and staff meetings
- Faculty directory
- Recorded faculty training and experience
- Recorded data for statistical use such as enrollment by class, gender and courses
- Students' directory
- Reports of the administrative officers
- Summary of disciplinary matters
- Records of scholarships granted

Reports and records should be well-kept, accurate, accessible, up-to-date and systematically prepared.

**E. Instructional Administration**

This area covers such matters as interdisciplinary consistency in the curriculum, coordination of curriculum offerings, its development and management.

Department Chairs or equivalent academic officers should participate in budget formulation for their respective units.

#### ***F. Financial/Business Administration***

The business administration of the institution should be well-organized and managed by qualified and competent personnel. Business functions must be well-delineated to ensure the attainment not only of the educational objectives of the institution but also of fiscal integrity. There should be adequate check and balance processes which reflect acceptable and sound accounting principles/practices.

Business Administration includes budgeting, accounting, auditing, requisition and purchase of supplies, preparation of financial reports, and the timely release of financial reports to key administrative officials. The effectiveness of the performance of the business services and the sound financial management of the institution should be considered as criteria for excellence.

#### ***G. Institutional Planning and Development***

Institutional planning that is strategic in nature and the formulation of short term and long term development plans are very vital to the continued existence and survival of the institution.

The appointment of an institutional officer to take care of said office is necessary to ensure that emerging trends and latest developments in the field of education and the various fields/areas of concentration that are being offered are incorporated in the development plans of the institution. Said office will be likewise responsible that these plans are monitored and implemented properly.

Among the areas that require attention are the following: review of relevance of the school's Vision-Mission-Goals, its core values, the objectives of the programs under survey; awareness of international, national, regional and local needs and goals; adequate allocation of resources (financial/material/human); participation of the academic community in the strategic planning process; mechanisms for periodic review and updating; and the dissemination of said plans to all concerned.

**H. Administration of Public Relations**

The institution should have an official responsible for public relations work within and outside the institution. It should provide for effective networking, linkages with industry, professional organizations and other stakeholders. The effectiveness of public relations is to be considered a criterion for administrative excellence.

**I. Internal Quality Assurance System**

The institution should have a Quality Assurance Program that is initiated and supported by top management. Quality assurance programs are continuously carried out to ensure the realization of the school's Vision-Mission and Goals and to sustain its total quality management system. Mechanisms for the regular review of the institution's purposes, its various policies, procedures, systems and processes, as well as administrative and academic collaboration should be in place.

EXPLANATION

In this area, the effectiveness of the administrative set-up and of the various administrative services evaluated in the light of the objectives of the institution shall be considered the criteria of excellence.

ANALYSIS:

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

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

## EVALUATION

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

5 - Excellent:

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

4 - Very Good:

The provisions or conditions are implemented and are functioning well, or

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

## BEST FEATURES

In the space provided, list briefly the strengths of the institution in the particular area.

## RECOMMENDATIONS

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

## A. ADMINISTRATIVE ORGANIZATION

### ANALYSIS

1. Give a detailed description of the organizational set-up of the whole institution and of the college(s) under survey to be illustrated by Organizational Charts. (Documents should include the statutes or by-laws of the school corporation, the various Manuals (i.e., Administrative, Faculty, Staff among others). Other documents which further clarify the administrative organization or which show past developments may be presented. The description should include the following data:
  - a. Chief policy making board of the entire institution (Board of Trustees, Board of Directors, or the like): its duties and responsibilities, tenure policies, frequency of meetings, manner of election or appointment, and other pertinent information such as work experience of the members.
  - b. Administrative officials: job specifications/job descriptions, qualifications, work experience especially in an educational setting, their duties and responsibilities, methods by which they are chosen and terms of office of the following:
    1. Chief Executive Officer of the entire institution (e.g., Rector, President, Director);
    2. Chief Executive Officer(s) of the college(s) under survey (e.g., Dean);
    3. Other administrative officials, such as treasurer, registrar, admission officer, assistant deans, etc.
  - c. Heads of Divisions, departments or areas of instruction (e.g., Division of Languages, History Department, etc.) their duties, prerogatives and responsibilities, their relationships to their administrative officials and the faculty.
  - d. Other Administrative and Faculty bodies (e.g., Executive/Management Council, Academic Council, Curriculum Committee, etc.): their composition, duties and responsibilities, relationships to administrative officials, and other bodies.

- e. Mutual relationships of all these officials as well as with the Board should be indicated in the organizational chart.

EVALUATION

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

- a. Efficient and qualified administrative officials of the:

- ( ) 1) institution
- 2) college(s) under survey

( ) \_\_\_\_\_

( ) \_\_\_\_\_

( ) \_\_\_\_\_

- ( ) b. Well-drawn up organization chart/set-up that shows working/operational relationships between offices, departments, direct reports, etc. between and among both administrative and academic officials.

- c. Efficient and qualified staff for the administration of the:

- ( ) 1) institution
- 2) college(s) under survey

( ) \_\_\_\_\_

( ) \_\_\_\_\_

( ) \_\_\_\_\_

COMMENTS

## **B. ACADEMIC LEADERSHIP AND GOVERNANCE**

### **B.1 INSTITUTIONAL LEVEL**

#### ANALYSIS

1. Give the names, qualifications, occupations, and length of service of the members of the chief policy making board.
2. Give the names, qualifications and length of service of all the administrative officials at the institutional level. Indicate other occupations they might have outside the institution.
3. The chief policy-making body and the administrative officials:
  - ( ) a. Display effective educational leadership that enables the institution to achieve its stated vision-mission-goals.
  - ( ) b. Undertake systematic decision-making processes.
  - ( ) c. Show transparency in policies, procedures and decisions.
  - ( ) d. Implement policies and procedures consistently.
  - ( ) e. Are alert to opportunities for inter-institutional cooperation and/or sharing of resources, facilities, as well as linkages with local and international organizations.
  - ( ) f. Have knowledge of and participate in financial management and control
  - ( ) g. Promote cooperation and open lines of communication among school officials and various stakeholders.
  - ( ) h. Show evidence of social awareness and civic consciousness
  - ( ) i. Administrators are evaluated regularly by their superior and their subordinates

- ( ) j. There is a system of check and balance within the institution
- ( ) k. Administrative officers implement a formal turnover of concerns at the year end of their term or transfer

#### EVALUATION

On the basis of the above analysis for **B. Academic Leadership and Governance on the Institutional Level**, rate the following:

- ( ) a. Appropriate qualifications
- ( ) b. Experience in the academe
- ( ) c. Strategic vision and direction
- ( ) d. Efficiency of operations
- ( ) e. Effective and working channels of communication
- ( ) f. Evaluation of administrative officials
- ( ) g. Transparency of policies and procedures
- ( ) h. Check and balance
- ( ) i. Turnover of concerns

Comments:

## B.2 COLLEGE/PROGRAM LEVEL

1. Give the names, qualifications and length of service of all the administrative officials at the college level. Indicate other occupations they might have outside the institution.
2. Name those who enter into the decision making process on:
  - a. faculty employment, promotion, salary determination
  - b. offering of new academic program(s)
  - c. admission of students
3. The administrative bodies and officials of the college/program:
  - ( ) a. Show effective leadership in handling both academic and administrative concerns of the college/program
  - ( ) b. Undertake participative strategic long range planning for the college/program among academic heads, faculty and staff
  - ( ) c. Engage in systematic decision making processes that are fair and equitable
  - ( ) d. Show evidence of social awareness and civic consciousness.
  - ( ) e. Promote cooperation and open lines of communication among school officials and various stakeholders.
  - ( ) f. Implement policies and procedures consistently.
  - ( ) g. Are alert to opportunities for inter- institutional cooperation and/or sharing of resources, facilities as well as linkages with local and international organizations.
  - ( ) h. Have knowledge of and participate in financial management and control.
  - ( ) i. Participate in the development of the budget and receive regular budget performance reports.

- ( ) 4. Faculty manuals, policies and procedures are regularly updated collaboratively and conform with basic legal processes.
- ( ) 5. Adequate communication and cooperation among the various administrators, officers assistant.
- ( ) 6. Evaluation systems for college administrators are in place and regularly used.

EVALUATION

On the basis of the above analysis for **B.2. Academic Leadership and Governance on the College Level**, rate the following:

- ( ) a. Appropriate qualifications of unit/program heads
- ( ) b. Adequate experience in school administration
- ( ) c. Leadership role in curriculum review and development
- ( ) d. Efficiency of operations within the college/program
- ( ) e. Participative decision-making
- ( ) f. Participation in development of the budget
- ( ) g. Effective utilization of established communication channels
- ( ) h. Adherence/consistency of implementation of established policies and procedures
- ( ) i. Transparency of policies and procedures
- ( )

Comments:

### C. ADMINISTRATION OF NON-ACADEMIC PERSONNEL

#### ANALYSIS

1. The Staff Manual should include: (please check)
  - ( ) a. description of the procedures used for hiring, promotion and termination of non-academic personnel.
  - ( ) b. the duties of each employee are clearly delineated in their job specifications/description.
  - ( ) c. the terms of employment are drawn up according to law.
  - ( ) d. there is a system for supervising, evaluating and ranking/promotion of non-academic personnel.
- ( ) 2. There is an orientation program for new non-academic personnel as well as regular re-orientation programs for existing employees.
- ( ) 3. There is a needs-based rationalized/well-designed development program for non-academic personnel which is regularly reviewed and updated.
- ( ) 4. There are provisions for safe and healthy working conditions.
- ( ) 5. There is a working mechanism for dialogue, due process and grievance procedure.

#### EVALUATION

On the basis of the above analysis for **C. Administration of Non-Academic Personnel**, rate the following:

- ( ) a. Orientation/reorientation and evaluation procedures
- ( ) b. Terms of employment and work conditions
- ( ) c. Provisions for dialogue, grievance and due process
- ( ) d. Implementation, regular review, updating of the staff development program

( ) e. Provisions for ranking and promotions schemes

Comments:

**D. ADMINISTRATION OF RECORDS AND REPORTS**

ANALYSIS

1. Name the office where the following records and reports are kept (use the blanks):

a. Minutes of Board Meetings \_\_\_\_\_

b. Minutes of Faculty Meetings \_\_\_\_\_

c. Minutes of Departmental Meetings \_\_\_\_\_

d. Minutes of Staff Meetings \_\_\_\_\_

e. Faculty Directory \_\_\_\_\_

f. Record of Faculty Qualifications \_\_\_\_\_

g. Summary of Enrollment by Class, Gender and Course  
\_\_\_\_\_

h. Summary of graduates by department and drop-out rates  
\_\_\_\_\_

i. Students' Directory \_\_\_\_\_

j. Alumni Directory \_\_\_\_\_

k. Reports of Administrative Officers \_\_\_\_\_

l. Records of Financial Grants and Scholarships  
\_\_\_\_\_

m. Records of Disciplinary Cases \_\_\_\_\_

n. Local and international linkages  
\_\_\_\_\_

o. Others \_\_\_\_\_

- ( ) 2. There is provision for the sharing of these records with personnel concerned.
- ( ) 3. Computers are available for office use and storing of information.
- 4. The following documents are required of incoming students: (please check)
  - ( ) a. of Freshmen: Form 138 or the equivalent
  - ( ) b. of new upperclassmen: certificate of honorable dismissal/transfer credentials and record of subjects completed with grades
  - ( ) c. of foreign students: all documents required by government agencies, record of subjects completed with grades pending receipt of evaluation of their credentials by the CHED and their permit of study
  - ( ) d. letters of recommendation
  - ( ) e. \_\_\_\_\_
  - ( ) f. \_\_\_\_\_
- 5. Evaluation of all information from the sources mentioned above is made by the following: (please check)
  - ( ) a. Admission Officer
  - ( ) b. Academic Dean
  - ( ) c. Registrar
  - ( ) d. Student Personnel Officer
  - ( ) e. Department Heads, Chairmen, etc.
  - ( ) f. Faculty Committee for special cases
  - ( ) g. Others \_\_\_\_\_.

6. The following administrative services are provided:

- ( ) a. Proper placement of students upon their entrance into the college.
- ( ) b. Proper placement of transfer or irregular students.
- ( ) c. Proper provisions for cross-registration when needed.
- ( ) d. Securing Form 138 or transcripts of records of incoming students.
- ( ) e. Arranging for changes in course registration by students.
- ( ) f. Clear scheduling of classroom assignments of faculty and students to avoid conflicts.
- ( ) g. Providing class lists or cards for adequate checking of students enrolled and of student attendance.
- ( ) h. Preparing the student directory.
- ( ) i. Organizing the recorded data for statistical use, e.g., freshmen class profiles.
- ( ) j. Making the data available to the school counselor and other qualified personnel.
- ( ) k. Sending reports to parents regarding the academic work of the students.
- ( ) l. Sending the Dean's Honors List and the Commencement Program to feeder high schools.
- ( ) m. Checking the student records against requirements for certificates, diplomas, and degrees.
- ( ) n. Granting without delay requests for honorable dismissals, in accordance with government regulations.
- ( ) o. Forwarding without delay requests for transcript of records in accordance with government regulations.

- ( ) p. Taking adequate measures to ensure the integrity of the transcript of records.
- ( ) q. Making records available to appropriate personnel.
- ( ) r. Obtaining Special Orders from the CHED at an opportune time.
- ( ) s. \_\_\_\_\_.

EVALUATION

On the basis of the above analysis for **D. Administration of Records and Reports**, rate the following:

- ( ) a. Up-to-date and well-kept records and reports
- ( ) b. Availability of records to appropriate persons
- ( ) c. Promptness in the delivery of services

COMMENTS

**E. INSTRUCTIONAL ADMINISTRATION**

- ( ) 1. There is evidence of interdisciplinary consistency in the whole area of study.
- ( ) 2. The academic administration exercises sound judgment on the over-all state of the curriculum, including the proliferation of courses in line with viability and sustainability.
- ( ) 3. There is evidence of sustained interest in curriculum development on the part of both faculty and administration.

EVALUATION

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

- ( ) a. Interdisciplinary consistency
- ( ) b. Viability and sustainability of various programs
- ( ) c. Regular review of the curriculum

Comments

#### **F. FINANCIAL/BUSINESS ADMINISTRATION**

##### ANALYSIS

- ( ) 1. There is a qualified officer properly designated to supervise the business functions of the institution.
  - 2. There is a clear definition of the areas which are considered to be business functions. (Note: Business functions may include but are not limited to the following: accounting and financial reporting, budget system and control, investment management, purchasing, administration of physical plant, management of auxiliary enterprises, system and procedures, internal audit, physical plant planning and architectural services.)
- ( ) a. Job descriptions clearly define the responsibilities and reporting relationships of administrative positions within the business office.
- ( ) b. There is no evidence of duplication of work.
- ( ) c. There are provisions for check and balance among personnel handling financial transactions.
- ( ) 3. There is an adequate and qualified staff to support the execution of the business functions.

4. The administration of the business functions is coordinated with the institution's academic functions.
  - ( ) a. There is adequate communication from the business officer to the persons responsible for academic functions and vice versa.
  - ( ) b. The business officer is a member of committees on academic functions involving matters of a business or financial nature.
- ( ) 5. Funds are used mainly for the purposes for which they are collected.
6. There is a formalized budget system.
  - ( ) a. There is a separate budget for each level (e.g., elementary, high school, college).
  - ( ) b. Responsibility centers are clearly established and defined for management purposes.
  - ( ) c. All administrative units participate in the preparation and formulation of the budget.
  - ( ) d. Budget performance reports are regularly provided to responsibility centers for a comparison of actual and budget figures and for effective decision making process.
  - ( ) e. The institution has a definite policy regarding capital expenditures. This policy is in line with the institution's immediate and long range objectives.
- ( ) 7. The accounting system provides adequate up-to-date information for the proper administration of the institution.
  - ( ) a. The accounting reports are submitted on time, and disseminated to all concerned.
  - ( ) b. There is evidence that restrictions on trust funds are observed.
  - ( ) c. There is a yearly audit by an external auditor.

- ( ) d. Where services of personnel are contributed on a voluntary basis, (i.e., religious, etc.) cost computations of such services are made.
- ( ) 8. The assets/finances of the institution are managed and controlled properly, e.g., cash, accounts receivable, investments, land, buildings, fixed assets.
- ( ) 9. Provision is made for appropriate insurance coverage for buildings, equipment, books, and records in case of loss or damage by fire or flood, etc.
- ( ) 10. There is a formalized and effective supplies management system.
- ( ) 11. The system and procedures for requisitions and purchases are clearly defined, understood by the various institutional units and effectively operative.
- ( ) 12. The institution has a program of fringe benefits for academic personnel and non-academic staff.
  - ( ) a. There is a retirement plan for all regular fulltime employees of the institution based on legal requirements.
  - ( ) b. The institution provides its employees with benefits:
    - ( ) 1) mandated benefits such as SSS/Philhealth, Pag-Ibig benefits
    - ( ) 2) hospitalization benefits
    - ( ) 3) medical and dental services
    - ( ) 4) others
  - ( ) c. The employees are provided with vacation leaves.
  - ( ) d. The employees are provided with sick leave benefits.
  - ( ) e. Other forms of fringe benefits.

- ( ) 13. If a union exists, relationships are cordial and smooth.
14. Student Expenses:
- ( ) a. Accurate information about student expenses is readily available to prospective students.
- ( ) b. Provision is made for prompt and efficient service in handling financial transactions.
- ( ) c. There is evidence of an accurate record of financial transactions.
- ( ) d. Refunds are made in accordance with government regulations.
- ( ) e. Insurance coverage for students is provided for outside activities required by the school.

#### EVALUATION

On the basis of the above analysis for **F. Financial/Business Administration**, rate the following:

- ( ) a. Business administration organization that provides check and balance of business operations
- ( ) b. Relationships and communication between finance and other sectors.
- ( ) c. Formalized budget system
- ( ) d. Administration of assets
- ( ) e. Management of supplies
- ( ) f. Fringe benefits for employees
- ( ) g. Appropriate utilization of funds, e.g. restricted funds

Comments

## **G. INSTITUTIONAL PLANNING AND DEVELOPMENT**

### ANALYSIS

- ( ) 1. The institution has a strategic plan which reflects its vision, mission and core values.
- ( ) 2. The strategic plans define and reflect awareness of realities in the external and internal environments.
- ( ) 3. Annual plans to realize strategic plans are designed and implemented.
- ( ) 4. Plans define the institution's core competencies and comparative advantage in a rapidly changing environment.
- ( ) 5. Plans are transparent and implemented effectively and integrated in the institution's development process.
- ( ) 6. Provisions for professional and leadership development are clearly defined alongside strategies for implementation.
- ( ) 7. The academic community is involved in reflective practice and shared decision-making processes to bring about innovation and change.
- ( ) 8. There is a person responsible for institutional planning.
- ( ) 9. There is appropriate allocation of resources to ensure the realization of the institution's planning objectives as well as logistical support for approved research agenda/s.
- ( ) 10. The development plans are contained in an appropriate document.
- ( ) 11. Plans are disseminated to the different sectors of the academic community.
- ( ) 12. Implementation of approved plans are monitored, reviewed and updated regularly.

### EVALUATION

On the basis of the above analysis for **G. Institutional Planning and Development**, rate the following:

- a. Strategic institutional planning
  - ( ) 1) short-term
  - ( ) 2) long-term
- ( ) b. Relevance to national, regional and local needs and goals
- ( ) c. Collaborative participation in development planning
- ( ) d. Periodic evaluation and updating of plans
- ( ) e. Full support from top management in terms of provision of needed resources to accomplish the plans

Comments

#### **H. ADMINISTRATION OF PUBLIC RELATIONS**

ANALYSIS

- ( ) 1. There is an existing public relations program.
- ( ) 2. The institution has an official specifically designated for public relations work.
- 3. The institution has effective public relations with:
  - ( ) a. parents of students
  - ( ) b. government entities
  - ( ) c. local church officials

- ( ) d. local civic organizations
  - ( ) e. local business community
  - ( ) f. feeder schools
  - ( ) g. linkages, both local and international
  - ( ) h. others \_\_\_\_\_
- 

EVALUATION

On the basis of the above analysis for **H. Administration of Public Relations**, rate the following:

- ( ) a. Public relations office
- ( ) b. Effectiveness of public relations program

Comments

**I. Internal Quality Assurance System**

ANALYSIS

- ( ) 1. A quality assurance system which focuses on continuing improvement exists within the institution.
- ( ) 2. The internal quality assurance processes emanate from the head of the institution.
- ( ) 3. There is coordination between the academic and administrative offices for continuous quality improvement.
- ( ) 4. Policies, strategies, plans, procedures and mechanisms are provided to regularly review and

update the institution's structures, processes and systems.

- ( ) 5 There is evidence that the institution encourages innovation and continuous improvement in the quality of teaching, learning and research.
  
- 6 The following quality assurance indicators are available and are being reviewed and monitored regularly:
  - ( ) a. student progression
  - ( ) b. drop-out and graduation rates
  - ( ) c. licensure examination results
  - ( ) d. employability of graduates
  - ( ) e. employer satisfaction
  - ( ) f. recognition by government/non-governmental agencies.
  - ( ) f. linkages with local and international organizations

#### EVALUATION

On the basis of the above analysis for **H. Internal Quality Assurance System**, rate the following:

- ( ) a. Full support from top administration for internal quality assurance processes
- ( ) b. The implementation of the internal quality assurance system.
- ( ) c. Coordination between the academic and administrative offices for continuous quality improvement.
- ( ) d. Regular review and updating of the institution's structures, processes and system.

- ( ) e. Evidence of institution thrust towards innovation and continuous quality improvement in teaching, learning and research.
- ( ) f. Regular review and updating of quality assurance mechanisms.

COMMENTS

SUGGESTED APPENDICES:

Organizational Chart

List of Board members and administrators with their qualifications

Institutional development plan

Description of internal quality assurance structures and processes

Data pertaining to quality assurance indicators

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

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**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.

_____	_____
_____	_____
_____	_____

SURVEY FORM A  
FOR ACCREDITING PROGRAMS IN  
LIBERAL ARTS  
SCIENCES  
EDUCATION  
COMMERCE

**GENERAL STATISTICAL SUMMARY**

SECTION	TITLE OF SECTION	AVERAGE	WEIGHT VALUE	PRODUCT
I - A	College/University Community Involvement		4	
II	Faculty		6	
III	Curriculum and Instruction		6	
IV	Library		4	
V	Laboratories		4	
VI	Facilities		2	
VII	Student Services		4	
VIII	Administration		3	
TOTAL			33	
GENERAL AVERAGE				

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

STATISTICAL SUMMARY

**SECTION I - A - COLLEGE/UNIVERSITY COMMUNITY INVOLVEMENT**

SECTION	EVALUATION		AVERAGE	WEIGHT VALUE	AREA AVERAGE
Relationships with the Community	a	b		1	

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	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 Relationship	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

SECTION III - INSTRUCTION

DIV	TITLE OF DIVISION	EVALUATION							AVERAGE	WEIGHT VALUE	PRODUCT
		a	b	c	d	e	f	g			
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	
									TOTAL	11	
									AREA AVERAGE		

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

STATISTICAL SUMMARY

SECTION IV - LIBRARY

DIV	TITLE OF DIVISION	EVALUATION						AVERAGE	WEIGHT VALUE	PRODUCT
		a	b	c	d	e	f			
A	Administration	a	b	c	d				1	
B	Collections	a	b	c	d	e			5	
C	Personnel	a	b	c	d	e	f		3	
D	Financial Support	a	b	c					2	
E	Services and Use	a	b	c					4	
F	Physical Facilities	a	b	c	d				1	
								TOTAL	16	
								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	b	c	d	e	f	g	h	i			
A	Rooms	a	b	c	d	e	f	g	h	i		2	
	Courses in Language	a	b										
	Business Courses	a	b	c									
	Courses in Home Economics	a	b	c	d								
B	Equipment and Supplies	a										3	
C	Maintenance and Improvement	a	b	c								2	
D	Safety Provisions	a	b									1	
											TOTAL	8	
											AREA AVERAGE		

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

STATISTICAL SUMMARY

SECTION VI - PHYSICAL PLANT

DIV	TITLE OF DIVISION	EVALUATION				AVERAGE	WEIGHT VALUE	PRODUCT
		a	b	c				
A	Site	a	b	c			3	
B	Campus	a	b	c			3	
C	Buildings	a	b	c			3	
D	Building Services	a	b	c	d		4	
E	Classrooms	a	b	c			3	
F	Auditorium	a	b	c	d		1	
G	Athletic Services	a	b				2	
H	Food Service Areas	a	b	c			2	
I	Offices and Staff Rooms	a	b				3	
J	Student Activities	a					2	
K	Clinic and/or Infirmary	a	b				1	
L	Dormitory (Optional)	0	0				1	
TOTAL							27	
AREA AVERAGE								

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

STATISTICAL SUMMARY

**SECTION VII - STUDENT SERVICES**

DIV	TITLE OF DIVISION	EVALUATION								AVERAGE	WEIGHT VALUE	PRODUCT
A	Organization and Administration	a	b	c							2	
B	Admissions	a	b	c							2	
C	Student Orientation	a									2	
D	Guidance Program and Services	a	b1	b2	b3	b4	b5	b6			4	
E	Student Support Services Program	a	b	c	d	e	f1	f2			3	
F	Co-curricular Programs and Activities	a	b	c							4	
G	Alumni	a	b	c							1	
TOTAL											18	
AREA AVERAGE												

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

STATISTICAL SUMMARY

SECTION VIII - ADMINISTRATION

DIV	TITLE OF DIVISION	EVALUATION										AVERAGE	WEIGHT VALUE	PRODUCT
		a1	a21	a22	a23	b	c1	c21	c22	c23				
A	Administrative Organization	a1	a21	a22	a23	b	c1	c21	c22	c23			3	
B	Academic Leadership and Governance												4	
	B.1 Institutional Level	a	b	c	d	e	f	g	h	i				
	B.2 College/Program Level	a	b	c	d	e	f	g	h	i				
C	Administration of Non-Academic Personnel	a	b	c	d	e						2		
D	Administration of Records and Reports	a	b	c								2		
E	Instructional Administration	a	b	c								3		
F	Financial/Business Administration	a	b	c	d	e	f	g				3		
G	Institutional Planning and Development	a1	a2	b	c	d	e					3		
H	Administration of Public Relations	a	b									1		
I	Internal Quality Assurance System	a	b	c	d	e	f					2		
											TOTAL	23		
											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.**