



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

**SURVEY FORM
FOR
AGRICULTURE PROGRAM**

1996 Revised Edition

**1996
PAASCU**

Supplement to Survey Form for Agriculture Program 1996 Revised Edition

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Philippine Accrediting Association of Schools, Colleges and Universities

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Supplement to Supplement to Survey Form for Agriculture Program 1996 Revised Edition

AGRICULTURE

SECTION I

PURPOSES AND OBJECTIVES

Contents

- A. STATEMENT OF PURPOSES AND OBJECTIVES OF THE INSTITUTION
- B. SPECIFIC OBJECTIVES FOR THE COLLEGE UNDER SURVEY
- C. ACCEPTANCE BY THE FACULTY
- D. AGREEMENT BETWEEN PURPOSES AND OBJECTIVES AND THEIR IMPLEMENTATION

NAME OF INSTITUTION: _____

LOCATION: _____

COURSES UNDER SURVEY: () Crop Science () Animal Science

ANALYSIS MADE BY:

_____	_____
_____	_____
_____	_____

EVALUATION MADE BY:

_____	_____
_____	_____
_____	_____

DATE COMPLETED:

EVALUATIVE CRITERIA

SECTION I

PURPOSES AND OBJECTIVES

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

A. Statement of the Purposes and Objectives of the Institution

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

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

B. *Specific Objectives Distinctive of Each College*

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

C. *Acceptance by the Faculty*

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

D. *Agreement Between Objectives and Activities*

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

EXPLANATION

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

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

The important question, "Is there harmony between the actual educational practices and activities as seen in this college and the purposes and objectives?" serves as an indicator of fidelity to the purposes and objectives for the survey of the other areas. The propositions contained within Divisions A, B and C of the Survey Form describe necessary conditions for requesting accreditation. The Evaluation Survey Team should be assured that these conditions are met in the course offerings before directing the survey of the other 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, the opposite of the page may be used.

A. STATEMENT OF PURPOSES AND OBJECTIVES
OF THE INSTITUTION

ANALYSIS

- () 1. The purposes of the institution are clearly stated.
- () 2. They are formulated for the institution as a whole.
- 3. Provisions are made for institutional planning that is:
 - () a. short-range*
 - () b. long-range
- () 4. The purposes and objectives are in harmony with national goals and desirable Filipino cultural values.
- () 5. They are adapted to the educational needs of the local, regional and national community.
- () 6. The institution includes among its objectives the completion of an adequate program of general education by each of its students.

*Short-range plans that are designed to reflect the temper of

our changing society.

- () 7. The institution includes among its objectives a specific program for the development of moral character and personal discipline in its students, properly integrated with the academic program.
- () 8. The institution provides opportunities and resources for the guidance of its students towards the discovery of a satisfying and community-oriented vocation in life.
- () 9. The institution is aware of the current social needs and has appropriate social involvement projects for the development of responsible citizens.
- () 10. The institution provides opportunities for alumni to develop a continuing interest in their own growth, as well as in the social enrichment of their community.
- () 11. The purposes and objectives of the institution are published in a catalogue or prospectus.
- () 12. This catalogue or prospectus is readily available to students and other interested persons.
- () 13. This catalogue is updated as needed.

B. SPECIFIC OBJECTIVES FOR THE COLLEGE
UNDER SURVEY

ANALYSIS

For the particular college for which accreditation is now sought, the following specific objectives are professed:

- 1.
- 2.
- 3.
- 4.
- 5.

C. ACCEPTANCE BY THE FACULTY

ANALYSIS

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

D. AGREEMENT BETWEEN PURPOSES AND OBJECTIVES
AND THEIR IMPLEMENTATION*

ANALYSIS

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

*This division cannot be accomplished until **after the survey of the other areas has been completed.**

AGRICULTURE

SECTION II

FACULTY

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- A. ACADEMIC QUALIFICATIONS
- B. PROFESSIONAL EXPERIENCE
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- D. SELECTION OF FACULTY MEMBERS
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- F. TEACHING ASSIGNMENTS
- G. SALARIES
- H. RANK AND TENURE
- I. FACULTY RELATIONSHIPS
- J. FRINGE BENEFITS

NAME OF INSTITUTION: _____

LOCATION: _____

COURSES UNDER SURVEY: () Crop Science () Animal Science

ANALYSIS MADE BY:

EVALUATION MADE BY:

DATE COMPLETED: _____

EXPLANATION

General

This Evaluative Form, arranged in the form of charts, questionnaires or checklists, expresses the same Evaluative Criteria found in Part One in more concrete and detailed terms and provides the teams of evaluators with a method for applying the criteria to the Faculty under consideration.

PRELIMINARY DATA

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

1. Name in full
2. Academic degrees: with names of institutions which granted the degrees, and the major areas of concentration, dates of academic degrees
3. Rank (e.g. instructor, professor, etc.)
4. Academic status (e.g. part-time or full-time, temporary, permanent)
5. Number of semestral units of graduate studies in courses other than those which led to the degrees mentioned above in No. 2, with name of institutions in which these units were earned and dates when earned
6. Years of teaching experience on college level in this institution; in other institutions (place, institution and year)
7. Any other experience or achievement related to the present teaching position, e.g., practice in related profession, seminars or workshops participated in
8. Memberships in learned civic and other professional organizations, dates and positions occupied
9. Publications: titles and publication dates of books/or articles
10. Indicate other research work the faculty is engaged in, including theses

11. Involvement in extension work in relation to the field of expertise
12. Subject or subjects now being taught in this college
13. Class schedule and instructional load in this college (e.g. total no. of hours per week)
14. Other assignments in this institution
15. Employment, (including self-employment) if any, outside of this college; educational, professional or commercial (if teaching, give subjects, instructional load and name of institution)
16. Salary in this college (give salary basis, including the length of period, e.g., ten months a year, during which the salary is received)
17. Any other emoluments or benefits received from this college
18. Involvement in civic and community affairs
19. Any other information

NOTE:

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

ANALYSIS

The information mentioned above will be used by the Survey Team in order to fill the charts contained in the Analyses for Divisions A, B, and E. For the remaining portions of the Analyses, the following symbols should be placed in the parentheses to the left of the items.

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

EVALUATION

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

- 5 - Excellent: the provisions or conditions are extensive and are functioning excellently.
- 4 - Very Good:
 - a. the provisions or conditions are extensive and are functioning well, or
 - b. the provisions or conditions are moderately extensive but are functioning excellently.
- 3 - Good: the provisions or conditions are moderately extensive and functioning well.
- 2 - Fair:
 - a. the provisions or conditions are moderately extensive but are functioning poorly, or
 - b. the provisions or conditions are limited in extent but are functioning well.
- 1 - Poor: the provisions or conditions are limited in extent.
- M - Missing: the provisions or conditions are missing but needed.
- O - Does not apply: the provisions or conditions are missing but do not apply or are not desirable.

COMMENTS

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

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

BEST FEATURES

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

RECOMMENDATIONS

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

A. ACADEMIC QUALIFICATIONS

ANALYSIS

Note: In reporting degrees, use the individual's degrees.

Instructor's Degree	Number of Instructors*	Cumulative Minimum Percent of Staff
	Recommended Minimum Standards	Recommended Minimum Standards
**Ph.D., D.S. or its equivalent (diplomas, certificates, experience)	1 Ph.D. or D.S. holder per school	5%
***M.M, M.B.A., M.B.M., or its equivalent	Two full-time	25%
B.S. or equivalent	Five full-time or any number of part-timers with a minimum of three years experience	100%

-
- * Teaching 6 units or more
 - ** Includes degrees related to agriculture
 - *** Where undergraduate programs only are offered

EVALUATION

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

- () a. How satisfactory is the percentage of faculty members with an earned graduate degree in the course in which they are teaching?
- () b. To what extent is the deficiency in degrees compensated for by the acquisition of equivalent certificates, diplomas or experience?
- () c. How well coordinated are the educational qualifications of the staff as a whole?

COMMENTS

B. PROFESSIONAL PERFORMANCE

ANALYSIS

The faculty members:

- () 1. endeavor to implement the purposes and objectives of the institution and the specific objectives of the college under survey.
- () 2. are sensitive to modern educational problems.
- () 3. follow the syllabus and description of the subject to be taught.
- () 4. give evidence of mastery of the subject matter to be taught.
- () 5. apply themselves in all earnestness to the immediate preparation of their classes.
- () 6. adjust and correlate subject matter to current issues for better integration of classroom studies to community needs.

- () 7. make creative use of library resources and other instructional aids.
- () 8. give evidence of professional growth through graduate studies, research publications and active membership in professional organization.
- () 9. respond to student evaluation of teaching competence.
- () 10. devote time to students in formal and informal consultation outside the classrooms.
- () 11. show ability to work with students effectively.
- () 12. contribute at faculty meetings to the discussion of educational and school problems.

EVALUATION

On the basis of the above analysis for B. Professional Experience, rate the following:

- () a. How effectively do faculty members implement the purposes and objectives of the institution and of the college under survey?
- () b. How effectively are plans and preparations made for professional activities?
- () c. To what extent do faculty members engage in research and publications?
- () d. To what extent do faculty members respond to student needs?
- () e. To what extent do faculty members participate in design, revision and development of curricula?

COMMENTS

C. EDUCATIONAL AND PROFESSIONAL EXPERIENCE

ANALYSIS

1. General Faculty (Core Subjects)

YEARS	Total College-Level Teaching Experience		Length of College-Level Services in this Institution	
	Number	Percent	Number	Percent
25 or more				
20 - 24				
15 - 19				
10 - 14				
5 - 9				
1 - 4				
Less than 1				
T O T A L				

2. Professional Faculty (Agriculture Courses)

YEARS	Total College-Level Teaching Experience		Length of College-Level Services in this Institution	
	Number	Percent	Number	Percent
25 or more				
20 - 24				
15 - 19				
10 - 14				
5 - 9				
1 - 4				
Less than 1				
T O T A L				

EVALUATION

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

- () a. How satisfactory is the total college-level experience of staff members?
- () b. How satisfactory is the length of service on college level of faculty members in this college?
- () c. To what extent is the lack of teaching experience compensated for by other factors, e.g., successful practice in related professions, extension service, research, etc.?

COMMENTS

D. SELECTION OF FACULTY MEMBERS

ANALYSIS

- () 1. The selection of faculty members is a cooperative process participated in by the president, deans, department heads and department faculty.
- () 2. The academic qualifications meet the requirement of the government and/or institutional agencies.
- () 3. The academic qualifications of each member of the faculty testify to a broad general scholarship.
- () 4. There is evidence of sufficient professional preparation and competence in their field of specialization.
- () 5. In the selection of faculty members, sufficient attention is given to teaching ability, personality, health, and character of the applicants.
- () 6. The institution's specific policy for selection of the faculty is:
 - a. _____

- b. _____
- c. _____
- d. _____

EVALUATION

- () a. On the basis of the above analysis for D. Selection of Faculty Members, how effective are the methods used in the selection of faculty members?

COMMENTS

E. FACULTY DEVELOPMENT

ANALYSIS

1. Describe the faculty development program of the college. With regard to it, what provisions are made for:
 - a. scholarships:
 - local
 - foreign
 - other: SEATO, Fulbright, Colombo Plan, etc.
 - b. sabbatical leaves
 - c. research grants
 - d. faculty loans
2. The institution encourages:
 - () a. active membership in professional organizations
 - () b. research or extensive reading
 - () c. attendance at seminars, workshops and conferences
 - () d. attendance at faculty meetings

- () e. participation in faculty committees
 - () f. involvement in evaluation of school's purposes and objectives
3. What provision is made in the long-term budget for faculty development?
4. Indicate opportunities for the publication of faculty papers:
-
-
-
-
5. Provision is made for in-service development such as:
- () a. colloquia
 - () b. workshops
 - () c. seminars
 - () d. _____
 - () e. _____
 - () f. _____

EVALUATION

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

- () a. How satisfactory are the evidences of an alert and progressive faculty?
- () b. How satisfactory is the long-term faculty development program?
- () c. How satisfactory are the other forms of in-service training?

COMMENTS

F. TEACHING ASSIGNMENTS

ANALYSIS

1. Describe the process of determining teaching assignments.
2. What percentage of the faculty is on a full-time basis as described in the Evaluative Criteria?

- () 3. The members of the faculty are given teaching assignments only in their field of specialization.
- () 4. Class schedules are conducive to efficient teaching.
- () 5. The teaching load of faculty members allows sufficient time for preparation of classes and adequate evaluation of student achievement.
- () 6. Provision is made for equitable distribution of extra-class responsibilities of faculty members.
7. What is the student-faculty ratio in general? _____
8. What is the ratio of students to full-time faculty members? _____
9. Who makes assignments of teaching loads? _____

EVALUATION

On the basis of the above analysis for F. Teaching Assignments, rate the following:

- () a. How adequate is the percentage of faculty members on full-time basis?
- () b. To what extent are teaching assignments in the field of major or minor lines of specialization?
- () c. How satisfactory are the teaching loads of the faculty members?
- () d. How adequate is the number of faculty members for the school's enrolment and the educational program offered?
- () e. How adequate is the number of faculty members for the special needs of the students?

() f. How satisfactory is the method of making teaching assignments?

COMMENTS

G. SALARIES

ANALYSIS

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

Per Month	For 10 months	For 11 months	For 12 months	Over 12 months
BELOW P 6,000				
6,001 - 8,000				
8,001 - 10,000				
10,001 - 12,000				
12,001 - 14,000				
14,001 - 16,000				
16,001 - 18,000				
18,001 - 20,000				
20,001 and above				

2. Number of part-time faculty members who are paid

Per Hour*	Lecture		Laboratory	
	Full-load	Part-time	Full-load	Part-time

*Note: Distribution is computed as:

$$\frac{(\text{Maximum pay} - \text{minimum pay}) \text{ per hr.}}{10}$$

rounded off to the nearest 5 or 10.

3. Describe the salary policy: e.g., monthly/bi-monthly, payment per rank, period of payment for summer work, deductions, extra compensation for other assignments, etc.
4. Describe the system of equating laboratory hours to lecture hours.
5. Describe provisions for leaves: (or attach copy as exhibit)
 - a. vacation
 - b. study
 - c. sabbatical
 - d. service
 - e. sick
 - f. others (specify) _____

6. Describe the provisions for retirement and separation. Indicate the amount and terms of retirement/separation benefits.

7. The faculty enjoy the following benefits:

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

8. Recognition for meritorious service is given by means of:

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

9. Attendance at conferences is supported by:

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

EVALUATION

- () a. On the basis of the above analysis for G. Salaries, rate the adequacy of salary provisions.

COMMENTS

H. RANK AND TENURE

ANALYSIS

- 1. Describe the ranking system used by the college. (Attach a copy or indicate where it can be found.)

2. Describe the promotion system and the frequency of the promotion process.
3. The criteria for ranking and promotion include the following:
 - () a. teaching ability
 - () b. research and publications
 - () c. special services to the college and/or department
 - () d. further educational attainment
 - () e. community involvement
 - () f. commitment to the college's purposes and objectives
 - () g. others (specify) _____
4. The following participate in the determination of ranks and promotions: (check)
 - () a. dean
 - () b. chairmen of departments
 - () c. other faculty members
 - () d. others (specify) _____
- () 5. The length of the probationary period is adequate
6. Describe the procedures for termination of employment
7. Describe the procedure followed in the dismissal of a faculty member, including due process

EVALUATION

On the basis of the above analysis for H. Rank and Tenure, rate the following:

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

COMMENTS

I. FACULTY RELATIONSHIPS

ANALYSIS

With Fellow Faculty Members

- () 1. The faculty observe a Code of Ethics.
- () 2. There is a faculty association.
- 3. The faculty association:
 - () a. provides opportunities for implementing its objectives.
 - () b. has committees for faculty interaction.
- () 4. There are interdisciplinary/intercollege faculty discussions.
- () 5. There is good participation in peer faculty evaluation.

With Administration

- 1. The faculty participate in:
 - () a. the formulation/revision of purposes and objectives
 - () b. policy-making
 - () c. academic committees
 - () d. faculty meetings
- () 2. Communication lines between administration and faculty are open.

- () 3. The principle of academic freedom to which the institution subscribes is clear to the faculty.
- () 4. There is a provision for a grievance committee.
- () 5. There are opportunities for faculty-administration dialogues.

With Students

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

With the Community

- () 1. The faculty participate in inter-institutional programs.
- () 2. Faculty members participate in community projects and services.

EVALUATION

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

- () a. Relationships with fellow faculty members
- () b. Relationships with administration
- () c. Relationships with students
- () d. Relationships with the community

COMMENTS

J. FRINGE BENEFITS

ANALYSIS

1. Describe the provisions for absences and retirements, recognition of meritorious service and all other fringe benefits.
- () 2. The college has a satisfactory retirement plan.
- () 3. Provision is made for medical and hospital services for faculty members.
- () 4. Faculty members may leave their regular school duties for a limited number of days each year to attend professional meetings and to visit other schools.
- () 5. A number of absences from school duties because of illness is allowed, without loss of pay.
- () 6. Allowance is made for maternity leave without loss of status.
- () 7. A leave of absence is granted teachers to continue their educational training with permission to return to their positions at the expiration of the term of leave.
- () 8. The college has definite forms of recognition of meritorious service.
- () 9. Provisions are made for tuition deductions for faculty members and their children.
- () 10. Provisions are made for separation pay.

EVALUATION

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

- () a. How satisfactory are the provisions relative to leaves of absence for faculty members?

() b. How satisfactory are the forms of recognition of meritorious service?

() c. How satisfactory is the social security program of the institution?

COMMENTS

BEST FEATURES

RECOMMENDATIONS

AGRICULTURE

SECTION III

INSTRUCTION

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- A. CURRICULUM
- B. CO-CURRICULAR ACTIVITIES
- C. INSTRUCTIONAL PROCEDURES
- D. CLASSROOM MANAGEMENT
- E. ACADEMIC PERFORMANCE OF STUDENTS
- F. ACADEMIC COUNSELING
- G. ADMINISTRATIVE CONCERN FOR EFFECTIVE INSTRUCTION

NAME OF INSTITUTION: _____

LOCATION: _____

COURSES UNDER SURVEY: () Crop Science () Animal Science

ANALYSIS MADE BY:

EVALUATION MADE BY:

DATE COMPLETED: _____

EXPLANATION

This Section presents the Evaluative Criteria whereby the quality of instruction in the college is judged in a concrete and detailed manner to assist the Survey Teams towards an objective evaluation of the area of Instruction. It is worth noting that results of the survey in this area are likely to confirm the results of the survey of the preceding section on the Faculty. It should not be surprising that some of the items mentioned in this Section are repetitive of items listed in the preceding section.

ANALYSIS

The Analysis lists provisions, conditions, or characteristics found in good colleges. All of them may not be necessary, or even applicable to every college course. A college may lack some of the items listed but have other compensating features. The Analyses are intended to provide the factual bases for the Evaluations.

In the parentheses () which precede most of the items listed, the following letter symbols should be placed:

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

In order to use correctly the symbols M or O, the Survey Team must be aware of the purposes and objectives of the college, as discovered from the survey of Section I.

When no parentheses are provided, it will be sufficient to insert the requisite information in the spaces provided for that purpose. In such cases, the information requested is needed either for the Analysis of other items or for the actual Evaluations themselves.

EVALUATION

Evaluations represent the best judgment of these evaluators after all the evidence has been considered. The evaluators should use the rating scale as defined below:

- 5 - Excellent: the provisions or conditions are extensive and are functioning excellently.
- 4 - Very Good:
- a. the provisions or conditions are extensive and are functioning well, or
 - b. the provisions or conditions are moderately extensive but are functioning excellently.
- 3 - Good: the provisions or conditions are moderately extensive and are functioning well.
- 2 - Fair:
- a. the provisions or conditions are moderately extensive but are functioning poorly, or
 - b. the provisions or conditions are limited in extent but are functioning well.
- 1 - Poor: the provisions or conditions are limited in extent and are functioning poorly.
- M - Missing: the provisions or conditions are missing, but needed.
- O - Does not apply: the provisions or conditions are missing, but do not apply or are not desirable in this college course.

COMMENTS

In the space allotted for comments, the Survey Team should indicate the degree of harmony between the Purposes and Objectives of this college and the educational practices considered in this section. In doing so, it will give its reasons for the use of M or O in the Analyses and Evaluations just made.

Also to be included in this space are any other remarks on the educational practices of the school pertinent to Instruction, 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.

PRELIMINARY DATA

1. Attach a copy of the minimum curricular requirements for a Bachelor of Science in Agriculture and/or Bachelor of Science in Agricultural Education.
2. Attach a summary of enrollment by class, sex and course for the Department of Crop Science and/or the Department of Animal Science.

A. CURRICULUM

ANALYSIS

- () 1. Curricular offerings in animal science and/or crop science fulfill the minimum requirements of the government and/or institutional agencies for basic and major subjects in the undergraduate curriculum for agriculture.
- () 2. They exceed these minimum requirements in the following respects:
- a. _____
 - b. _____
 - c. _____
3. The curriculum:
- a. provides an adequate program:
 - () 1) of general education
 - () 2) in physical and biological sciences
 - () 3) in research methodology

- () b. implements the specific objectives of each course (crop science, animal science).
- () 4. The subjects taught are described in the bulletin of the institution.
- () 5. The subjects are on the collegiate level.
- () 6. The sequence of subjects is logical and realistic.
- () 7. Prerequisite requirements are enforced.
- () 8. The "elective system" (insofar as it is observed in this institution) does not impede the fulfillment of the general and specific objectives of the institution and the course.
- () 9. There is a system for curriculum re-evaluation.
- () 10. The students are involved in curriculum re-evaluation.

EVALUATION

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

- () a. How satisfactorily do required subjects in the curriculum implement the objectives common to all institutions?
- () b. How satisfactorily do they also implement the specific objectives of this institution?
- () c. How satisfactorily do they also implement the specific objectives peculiar to this course?
- () d. To what extent do the subjects follow the description given in the bulletin of the institution?
- () e. To what extent is the sequence of subjects wise, realistic and conducive to the fulfillment of group requirements?
- () f. To what extent does the system for curriculum re-evaluation operate effectively?

COMMENTS

B. CO-CURRICULAR ACTIVITIES

ANALYSIS

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

EVALUATION

On the basis of the above analysis for B. Co-Curricular Activities, rate the following:

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

COMMENTS

C. INSTRUCTIONAL PROCEDURES

ANALYSIS

1. There is evidence that the students' self-realization is enhanced through the encouragement of:
 - () a. analytical and critical judgment
 - () b. the attitude of investigation
 - () c. social awareness
2. The teaching methods used are:
 - () a. adapted to the subject matter
 - () b. adapted to situational needs
 - () c. suited to college-level instruction
 - () d. adapted to individual differences
 - () e. coordinated with library work
 - () f. based on maximum students' activity
 - () g. productive of self-teaching
3. The college makes judicious use of:
 - a. traditional teaching devices such as:
 - () 1) textbooks
 - () 2) community activities
 - () 3) student research projects and written reports
 - () 4) _____
 - () 5) _____
 - b. modern educational techniques such as:
 - () 1) convocations or "assemblies" (forums)
 - () 2) programmed instruction
 - () 3) team-teaching

- () 4) paired learning
- () 5) individually supervised study tracts
- () 6) group dynamics techniques
- () a) _____
- () b) _____
- c) _____

c. modern educational media such as:

- () 1) audio-visual aids
- () 2) _____
- () 3) _____

EVALUATION

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

- () a. To what extent is the students' self-realization enhanced by developing analytical and critical judgment, the attitude of investigation and social awareness?
- () b. How well adapted to the subject matter, to situational needs, and to the collegiate level of instruction are the teaching methods used in the various classes?
- () c. To what extent does the college make judicious use of traditional teaching devices and modern educational media and techniques?

COMMENTS

D. CLASSROOM MANAGEMENT

ANALYSIS

- () 1. Adequate measures are taken to ensure punctual faculty attendance in all scheduled classes.
- () 2. Record is kept of the daily attendance of students.
- () 3. The limit of absences is not greater than the maximum specified by CHED.
- () 4. Absences are further discouraged in this manner:

- () 5. The college enforces its rules concerning class attendance.
- () 6. The maximum size for recitation classes is 45 students.
- () 7. The maximum class size for laboratory work is 25-35 students.
- () 8. In crop science or animal science laboratory work, there is one faculty member for every class.
- () 9. In purely lecture classes, the number of students is appropriate to the size of the room and its acoustics.
- () 10. Proper discipline is maintained without prejudice to democratic practices.

EVALUATION

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

- () a. To what extent is the general atmosphere prevailing in classes and laboratories conducive to effective instruction?
- () b. How regularly are classes held?
- () c. How well attended are classes?

- () d. How satisfactory is the limitation of the number of students in the classes?

COMMENTS

E. ACADEMIC PERFORMANCE OF STUDENTS

ANALYSIS

- 1. A variety of evaluation techniques is used, namely:
 - () a. recitations
 - () b. written exams
 - () c. practical exams
 - () d. _____
 - () e. _____
- () 2. Instructors personally rate examinations and other requirements submitted by students.
- () 3. The method of arriving at the final mark is well-defined.
- () 4. Final marks are a fair appraisal of the students' performance throughout the entire course.
- () 5. Final marks on the grading sheets can be changed only by the instructor concerned.
- () 6. Students are informed at the start of the course of the basis for the periodical rating of their performance.
- 7. The school maintains adequate admission and retention standards by:
 - () a. enforcing government minimum entrance requirements

- () b. enforcing additional entrance requirements of its own, consistent with its objectives
- () c. applying specific criteria for selective retention
- () 8. The system of evaluation screens out students whose performance does not meet the requirements.
- 9. Recognition and encouragement are given to exceptional students by:
 - () a. awarding of honors at stated intervals
 - () b. inclusion in the Dean's list
 - () c. assigning to honor sections
 - () d. _____
- 10. Encouragement is given to slow, but persevering students by:
 - () a. reduction of academic load and extension of the time limit for the fulfillment of degree requirements
 - () b. recommending a change of course
 - () c. _____

EVALUATION

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

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

COMMENTS

F. ACADEMIC COUNSELING

ANALYSIS

- () 1. Students are informed of the availability of academic guidance and counseling services.
- 2. Students have ready access to academic counseling:
 - () a. at scheduled consultation hours
 - () b. by appointment outside the scheduled consultation hours
- () 3. Students avail themselves of the opportunity for academic counseling.
- () 4. Deans, chairmen, class advisers, instructors and counselors collaborate in providing students with consultation services.
- 5. These persons have access to students' records on:
 - () a. health
 - () b. abilities
 - () c. interests
 - () d. home and family background
 - () e. scholastic achievement
- () 6. There is coordination among administrators, faculty, and guidance personnel.
- () 7. Students of exceptional ability are guided to the maximum development of their potentials.
- () 8. Remedial aids/classes are offered to students who need them.
- () 9. All students are given library guidance.
- () 10. Upperclassmen assist in counseling freshmen.

EVALUATION

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

- () a. To what extent do students avail themselves of the opportunity for academic counseling?
- () b. How available are the persons in charge of academic counseling?
- () c. How evident is the cooperation between them and the sources of information?
- () d. How helpful to the students is the program of academic counseling?

COMMENTS

G. ADMINISTRATIVE CONCERN FOR EFFECTIVE INSTRUCTION

ANALYSIS

1. In the light of the objectives of this institution, the administration employs practical measures to ensure effective instruction by:
 - () a. requiring a syllabus for each subject to be submitted to the dean and/or department chairman
 - () b. regularly updating syllabi
 - () c. submission of semestral examination questions to the dean and/or department chairman
 - () d. requiring periodic quizzes and examinations
 - e. the study of outcomes:
 - () 1) observation of students' showing in correlated studies
 - () 2) the study of correlation between entrance examination results and scholastic achievement

- () f. supervisory visits to classes
- () g. informal dialogues with students and student groups
- () h. informal dialogues among subject teachers
- () i. informal conferences between the instructors and/or chairman
- () j. periodic departmental meetings
- () k. _____
- () 2. The administration is concerned with sufficient preparation by faculty members of their classes.
- () 3. Adequately equipped faculty rooms are provided in order to facilitate this preparation.
- () 4. There is a system of substitution or special arrangements in cases of absences by instructors.
- 5. The administration takes steps in promoting effective instruction by encouraging the faculty to involve themselves in:
 - () a. seminars, discussion groups and teach-ins
 - () b. the instruction of experimental courses, etc.
 - () c. the constructive activities of educational associations
 - () d. projects and activities related to contemporary concerns
 - () e. _____
 - () f. _____
- () 6. The administration encourages and facilitates dialogues between the administration, faculty and students.
- 7. The administration provides for:
 - () a. faculty evaluation by administrative heads
 - () b. faculty self-evaluation
 - () c. faculty evaluation by students

- () 8. The administration encourages and supports means of indirect teaching through exhibits, concerts, casual arts, appearance and atmosphere of the college, etc.
- () 9. The administration provides equipment for reproduction of instructional materials.

EVALUATION

On the basis of the above analysis for G. Administrative Concern for Effective Instruction, rate the following:

- () a. To what extent does the administration employ practical measures to insure effective instruction?
- () b. To what extent does the administration manifest concern in the preparation by faculty members for their classes?
- () c. To what extent does the administration help faculty members evaluate and improve their teaching?
- () d. To what extent does the administration provide opportunity and encouragement to individual teachers/instructors for suggestions, experimentation, innovations, and active participation in educational associations?
- () e. To what extent does the administration provide means of indirect teaching?

COMMENTS

BEST FEATURES

RECOMMENDATIONS

AGRICULTURE

SECTION IV

LIBRARY

Contents

A. PHYSICAL FACILITIES

B. COLLECTIONS

NAME OF INSTITUTION: _____

LOCATION: _____

COURSES UNDER SURVEY: () Crop Science () Animal Science

ANALYSIS MADE BY:

_____	_____
_____	_____
_____	_____

EVALUATION MADE BY:

_____	_____
_____	_____
_____	_____

DATE COMPLETED: _____

EXPLANATION

The library to be evaluated is the one that is 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 needs 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 now applying for accreditation.

Ordinarily, the library of the college or colleges is a physical unit, housed under one roof and 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 colleges. All of them may not be necessary, or even applicable to every college. A college may lack some of the items but have other compensating features. The Analyses portions are intended to provide the factual bases required for a fair evaluation of the different aspects of this section.

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

- E** provision or condition is made extensively
- S** provision or condition is moderately extensive
- L** provision or condition is very limited
- M** provision or condition is missing but needed

- provision or condition is not desirable or does not apply

In order to use correctly the symbols M or O, the Survey Team must be aware of the purposes and objectives of the college, as revealed through the survey of Section I.

When no parentheses are provided, it will be sufficient to insert the requisite information in the spaces provided for that purpose. In such cases, the information requested is needed for the Analysis of other items or for the actual Evaluations.

EVALUATION

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

- 5 - Excellent: the provisions or conditions are extensive and are functioning excellently.
- 4 - Very Good:
 - a. the provisions or conditions are extensive and are functioning well, or
 - b. the provisions or conditions are moderately extensive but are functioning excellently.
- 3 - Good: the provisions or conditions are moderately extensive and are functioning well.
- 2 - Fair:
 - a. the provisions or conditions are moderately extensive but are functioning poorly, or
 - b. the provisions or conditions are limited in extent but are functioning well.
- 1 - Poor: the provisions or conditions are limited in extent and are functioning poorly.
- M - Missing: the provisions or conditions are missing but needed.
- O - Does not apply: the provisions or conditions are missing but do not apply or are not desirable in this college.

COMMENTS

In the space allotted for comments, the Survey Team might note any observable connection between the findings in this section and particular good points and defects in the survey of the other areas, as well as the degree of harmony existing between conditions in this area and the purposes and objectives of the college.

BEST FEATURES

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

RECOMMENDATIONS

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

A. PHYSICAL FACILITIES

ANALYSIS

1. The library is intended for the use of the following groups and numbers of persons:

	No. of Persons (approximately)
a. Crop Science	
Faculty	
Students:	_____
1) Horticulture	_____
2) Floriculture	_____
3) Vegetable growing	_____
4) Coffee, cacao, and other beverages	_____

- 5) Legumes, root crops, etc. _____
- 6) Rice and corn _____
- 7) Sugar cane, tobacco _____

b. Animal Science

Faculty

Students: _____

- 1) Fundamentals of animal husbandry _____
- 2) Swine production _____
- 3) Poultry production _____
- 4) Cattle and other large animals _____
- 5) Animal diseases and their control _____
- 6) Goat, sheep, rabbit raising _____
- 7) Dairy production _____
- 8) Forage crops _____

EVALUATION

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

- () a. Location
- () b. Facilities
- () c. Use
- () d. Control and security

COMMENTS

B. COLLECTIONS

ANALYSIS

Note: If a college participates in a system of industrial company or inter-institutional library loans which would affect the description of holdings, the system should be described here. In addition, the evaluation of the collection should be based on the recentness and newness of the books for growing subjects.

The Book Collection

1. The total number of books in the collection is:

2. To provide the needs of college-level education, it has books on:

	Number
Crop Sciences	_____
Animal Sciences	_____
Physical Sciences	_____
Natural Sciences	_____
Agricultural Engineering	_____
Arts and Humanities	_____
Social Sciences	_____
Reference books	_____

3. It is stocked with books needed for the subjects in the various professional courses offered namely:

	Number
Agronomy	_____
Animal Husbandry	_____
Education	_____

4. The number of titles accessioned during the last five years was:

19__	_____
19__	_____
19__	_____
19__	_____
19__	_____

- () 5. There is a stock of books for leisure reading.
- () 6. Regular announcements of new acquisitions are made.
- () 7. There is a system known to the faculty for the requisition of new books.
- () 8. The faculty make use of a system of requisition for new books.
- 9. The following special features of this book collection are worthy of note:

- 10. The following deficiencies of this book collection are notable:

- () 11. There is evidence of an efficient policy of acquisitions, i.e., an equitable distribution of funds and no duplication of books.

Periodicals

- 1. Submit a list of periodicals currently received by the library.
- () 2. Periodicals are provided which are adapted particularly to the interests and needs of college students.

- () 3. Periodicals and newspapers are provided which include general coverage of a variety of subjects.
- () 4. Standard scholarly periodicals in the fields covered by the curriculum are available.
- () 5. A selected number of general periodicals are bound, preserved and made accessible.
- () 6. Scholarly periodicals in the different fields of the curriculum are bound, preserved and made accessible.
- () 7. The sets are continuous and complete.
- () 8. A general periodical index is available.
- () 9. Current issues of periodicals are conveniently displayed.
- () 10. There is a system known to the faculty regarding the acquisition of periodicals and reprints.

Other Instructional Materials

- () 1. A collection of pamphlets, bulletins, clippings and other vertical file materials is readily accessible.
- () 2. Provision is made for keeping vertical file materials up-to-date.
- () 3. Posters and pictures are organized for efficient use.
- () 4. Maps, charts, and similar materials are organized for efficient use.
- () 5. Models and similar exhibit materials are provided.
- () 6. Slides, films, CD-ROMS, and other projection aids are provided.
- () 7. Recording equipment is available.
- () 8. A record player is available.
- () 9. Phonograph records, tapes and transcriptions are provided.
- () 10. Reading equipment for micro-films, micro-card, and micro-print materials is available.

EVALUATION

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

- () a. How adequate is the collection of reference books?
- () b. How adequate is the collection of books for general education?
- () c. How adequate is the collection of books in the particular fields covered by the curriculum?
- () d. How well is the book collection kept up-to-date?
- () e. How adequate is the collection of periodicals?
- () f. To what extent are the periodicals readily accessible?
- () g. How adequate is the supply of other instructional materials?
- () h. To what extent do the faculty members make use of the system of requisitions?

COMMENTS

BEST FEATURES

RECOMMENDATIONS

AGRICULTURE
SECTION V
LABORATORIES

Contents

- A. ROOMS
- B. EQUIPMENT AND SUPPLIES
- C. MAINTENANCE AND IMPROVEMENT
- D. BASIC LABORATORY AND FIELD EQUIPMENT
- E. SPECIAL EQUIPMENT

NAME OF INSTITUTION: _____

LOCATION: _____

COURSES UNDER SURVEY: () Crop Science () Animal Science

ANALYSIS MADE BY:

_____	_____
_____	_____
_____	_____

EVALUATION MADE BY:

_____	_____
_____	_____
_____	_____

DATE COMPLETED: _____

EXPLANATION

General

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

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

ANALYSIS

The following symbols should be placed in the parentheses to the left of the items:

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

Space is provided at the end of the Analyses for writing in additional items which contribute to a fuller description of the laboratories.

EVALUATIONS

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

- 5 - Excellent: the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

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

3 - Good: the provisions or conditions are moderately extensive and are functioning well.

2 - Fair:

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

1 - Poor: the provisions or conditions are limited in extent and are functioning poorly.

M - Missing: the provisions or conditions are missing but needed.

O - Does not apply: the provisions or conditions are missing but do not apply or are not desirable.

COMMENTS

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

BEST FEATURES

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

RECOMMENDATIONS

In the space provided, indicate proposed changes or plans to

further improve the area.

A. ROOMS

ANALYSIS

1. The laboratories used have:
 - () a. space enough to accommodate a class of 15-20 students without overcrowding
 - () b. adequately equipped demonstration areas which are easily visible to all members of the class
- () 2. Storage space is provided for laboratory supplies and equipment which are regularly inventoried.
- () 3. Separate storage space under lock and key is provided for toxic and hazardous materials which are properly labelled.
4. The laboratories:
 - () a. are properly lighted
 - () b. are well-ventilated
 - () c. have two or more exits with clear visible signs
 - () d. have provisions for humidity control, and fume hoods for toxic gases
- () 5. Preventive measures are taken against hazards.
- () 6. Students handling hazardous materials are equipped with goggles, masks, and gloves.
- () 7. The laboratory furniture is made of non-porous materials and conform to scientific standards.
- () 8. Special provisions are made for scientific work in accordance with the specific objectives of the college or institution, such as:
 - () a. research rooms
 - () b. exhibit areas
 - () c. science and technology references

Safety

- () 9. Gas, water, electricity and other utilities are readily available in rooms and places where their use would normally be demanded.
- () 10. Fire extinguishers are placed in strategic places for easy use.
- () 11. Emergency showers and eye-washing facilities are installed in easily accessible places.
- () 12. Smoke detectors and fire alarms are installed in the rooms.

EVALUATION

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

- () a. To what extent does the institution meet the requirements for laboratories?
- () b. How adequate are the laboratories for supplementary lectures and demonstrations?
- () c. To what extent are special provisions made for laboratory work in accordance with the specific objectives of the colleges and the institution?
- () d. Are the laboratories adequately equipped and properly constructed to handle emergency situations and guarantee the safety of the students and staff?

COMMENTS

B. EQUIPMENT AND SUPPLIES

ANALYSIS

Note: Append to this form the list of the fields of concentration offered by the institution and the latest list, by titles, of the experiments or projects required in the courses for which the institution provides.

- () 1. Apparatus, tools, and materials conform to the requirements necessitated by the list of experiments submitted.
- () 2. Equipment and experiments performed exceed the usual minimum essentials of the course given.
- () 3. There is adequate equipment for demonstration purposes.
- () 4. Fire extinguishers, first-aid kits, and other safety equipment and supplies are readily accessible.
- () 5. There is evidence of locally fabricated equipment and visual aids, demonstrating basic principles of the course given.
- () 6. The equipment, apparatus, and supplies used are not obsolete.
- () 7. The equipment and supplies are sufficient to enable the students to work in small groups.

EVALUATION

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

- () a. To what extent are equipment and supplies in conformity with the requirements of normal standards?
- () b. How adequate are they for the achievement of the specific objectives of the college and institution?
- () c. To what extent is the amount of equipment and supplies sufficient to enable students to work in small groups?
- () d. Are the equipment and supplies updated on a regular basis?

COMMENTS

C. MAINTENANCE AND IMPROVEMENT

ANALYSIS

- () 1. The general appearance of the laboratories is neat and the equipment layout is well-ordered.
- () 2. Safety precautions are considered in the appearance and layout of the laboratories.
- () 3. Equipment, apparatus, and supplies are systematically stored in appropriate shelves, cabinets, etc.
- () 4. Sensitive and delicate equipment and apparatus are properly stored.
- () 5. Materials and equipment not easily identified are properly labelled.
- () 6. Equipment is maintained according to technically correct procedures.
- () 7. Instruments are periodically calibrated and standardized.
- () 8. The inventory is kept up-to-date.
- () 9. There is an efficient system of requisition.
- () 10. The laboratories have "shops" or some system of repair or manufacture of equipment and apparatus.
- () 11. Periodic preventive maintenance procedures are practiced in the laboratories.
- () 12. There is evidence of annual or periodic acquisition of new equipment.
- () 13. The fees charged and percentage of the fees returning to the laboratory are adequate.

Append schedule of fees together with the percentage of income from fees that is used: (a) for replacement of supplies, and (b) for improvements and apparatus.
- () 14. A supply of current catalogs of laboratory-supply firms is readily available.
- () 15. There is evidence of continuous improvement during the

past _____ years.
EVALUATION

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

- () a. To what extent are facilities and equipment of the laboratories maintained in good working condition?
- () b. To what extent are they in conformity with modern developments in the sciences?
- () c. How satisfactory is evidence of improvements?

COMMENTS

D. BASIC LABORATORY AND FIELD EQUIPMENT, TOOLS AND FACILITIES

ANALYSIS

Checklist of Basic Laboratory and Field
Equipment, Tools and Facilities in Crop Science

A. Laboratory Equipment

- () 1. Balances
- () 2. pH meter
- () 3. Compound microscope
- () 4. Dissecting microscope
- () 5. Moisture meter
- () 6. Laboratory glassware
- () 7. Desiccators
- () 8. Micro-Macro Kjeldahl
- () 9. Soil testing kit

- () 10. Thermometer
- () 11. Oven
- () 12. Hot plate
- () 13. Fire extinguisher
- () 14. Laboratory furniture
- () 15. Measuring devices
- () 16. Sharpening devices
- () 17. Insects-diseases collection
- () 18. Weed collection
- () 19. Calculating machine
- () 20. Audio-visual teaching aids
- () 21. Camera with close-up lens
- () 22. Light meter
- () 23. Refrigerator
- () 24. Water bath
- () 25. Grinder
- () 26. Distilling apparatus
- () 27. Colorimeter
- () 28. Computer
- () 29. Furnace
- () 30. Fume hood

B. Field Equipment, Tools and Facilities

- 1. Garden tools
 - () a. Budding (grafting) knives
 - () b. Pruning shears

- () c. Shovels and spades
- () d. Rakes
- () e. Bolos
- () f. Wheelbarrows
- () 2. Sprayers
- () 3. Irrigation sprinkling equipment
- () 4. Farm power (animals, tractor, harrow, cultivators, trailer and other attachments)
- () 5. Storage rooms and repair shop
- () 6. Meteorological equipment
- () 7. Nursery shed
- () 8. Plant and seed collections
- () 9. Drying equipment
- () 10. Thresher
- () 11. Seed blower
- () 12. Hand planter grain drill
- () 13. Field transport
- () 14. Orchard/demonstration/experimental areas
- () 15. Greenhouses/screenhouses

C. Field Laboratory

1. The area for field crops is _____ hectares.
2. The area for horticultural crops is _____ hectares.

D. Others (Specify)

- () 1. _____
- () 2. _____

- () 3. _____
- () 4. _____
- () 5. _____

Checklist of Basic Field Laboratory Equipment

Tools, and Facilities for Animal Science

A. Animals for Instructional Purposes (Minimum Requirements)

1. Poultry

- () a. 50 layers
- () b. 50 pullets
- () c. 100 broilers
- () d. 10 roosters
- () e. 20 cockerels

2. Pigs

- () a. 10 sows (at least 3 purebreeds or other breeds)
- () b. 10 gilts (of various breeds)
- () c. 2 boars (any purebreed)
- () d. 30 pigs (weaning, grower-fattening)

3. Cattle

- () a. 10 cows (beef/dairy)
- () b. 1 bull
- () c. 20 unclassified cattle

4. Carabao

- () a. 5 cows
- () b. 1 bull
- () c. 10 unclassified

- 5. Horse
 - () a. 1 male
 - () b. 1 female
 - 6. Goat
 - () a. 2 male
 - () b. 10 female
 - 7. Other species (optional)
 - () a. rabbits
 - () b. ducks
 - () c. turkeys
 - () d. _____
 - () e. _____
 - () f. _____
- B. Housing and facilities related to instructional and research (thesis work) purposes.
- () 1. Incubator
 - () 2. Brooder
 - () 3. Appropriate housing corresponding to the number and species of farm animals
 - () 4. Feed room
 - () 5. Working corral
 - () 6. Silo (any type)
 - () 7. Dipping vat (optional)
 - () 8. Pasture area of 10 hectares
 - () 9. Chute
 - () 10. Farrowing stalls for hogs (at least 2)

- () 11. Slaughter house
- () 12. Feeding pens for appropriate species
- () 13. Metabolism stall
- () 14. Chemical laboratory
- () 15. Necropsy room
- () 16. Incinerator
- () 17. Workshop

C. Basic tools and equipment for teaching and research (thesis work) purposes

- () 1. Appropriate weighing scales for the different species for swine and cattle or farm animals
- () 2. Scale for weighing different meat cuts
- () 3. Weighing scale for feeds and feed ingredients
- () 4. Feed grinder or hammer
- () 5. Feed mixer
- () 6. Shovels and forks
- () 7. Wheelbarrows
- () 8. Tractor with accessory implements for plowing and harrowing
- () 9. Wagon or trailer for hauling
- () 10. Forage chopper
- () 11. Sprayers
- () 12. Arc welder set
- () 13. Acetylene welding set
- () 14. Spotlights with tripod
- () 15. Big fixed-type high capacity model electric generator

- () 16. 2 portable type 650-watt capacity electric generator
- () 17. Slaughtering tools and equipment
- () 18. Castrating tools and equipment
- () 19. Caponizing sets
- () 20. Smoking chamber
- () 21. Dehorning tools and equipment
- () 22. Horse riding set (bits and saddle)
- () 23. A.I. tools and equipment for swine and cattle
- () 24. Grooming tools and equipment for horses
- () 25. Fencing tools and equipment for the pasture area
- () 26. Branding irons
- () 27. Tattoo set
- () 28. Ear notchers for swine and cattle
- () 29. Carpentry and plumbing tools for repairs and maintenance
- () 30. Power tools (drills and grinders)
- () 31. Bench vise
- () 32. Fire extinguishers
- () 33. Basic meat processing tools and equipment
- () 34. Veterinary thermometer
- () 35. Tape measures
- () 36. Hygrometer
- () 37. Veterinary instruments for: administering medicines by oral and intravenous routes; temperature and heart beats; treatment of wounds; performing minor surgical operations; examining fecal and blood samples; and post-mortem examinations.
- () 38. Forage dryer

D. Basic chemical laboratory equipment to support the field laboratory equipment and facilities for instructional and research (thesis work) purposes

- () 1. Water de-ionizer
- () 2. Distilling apparatus
- () 3. Assorted laboratory glassware
- () 4. Fat extractor apparatus
- () 5. Kjeldahl apparatus
- () 6. Furnace
- () 7. Laboratory grinder or micro-grinder
- () 8. Desiccators
- () 9. Hot plate
- () 10. Hot plate with magnetic stirrer
- () 11. Bunsen burners
- () 12. Alcohol lamp
- () 13. Gas pipes
- () 14. Calculator
- () 15. Compound microscope
- () 16. Dissecting microscope
- () 17. Autoclave
- () 18. Pressure cooker
- () 19. Gas range or electric range
- () 20. Freezer
- () 21. Refrigerator
- () 22. Overhead projector
- () 23. Slide projector

- () 24. Laser pointer
- () 25. Television set
- () 26. Video machine
- () 27. Video camera and cassette film tape cartridges
- () 28. Heavy duty tripod
- () 29. Microphotograph set
- () 30. Completely equipped darkroom
- () 31. Centrifuge
- () 32. Analytical balance
- () 33. pH meter
- () 34. Colorimeter
- () 35. Titration apparatus
- () 36. Fume hood
- () 37. Hematocrit
- () 38. Hemocytometer
- () 39. Brine tester
- () 40. Meat thermometer
- () 41. Live probe
- () 42. Meat pump or brine gun
- () 43. Babcock apparatus (for those with dairy farm)
- () 44. Pasteurizer (for those with dairy farm)
- () 45. Crucibles
- () 46. Tongs
- () 47. Crude Fiber Condenser
- () 48. Trolleys and carts

NOTE: The chemical laboratory should also have the necessary supplies to carry the needed laboratory analyses, particularly for proximate analysis. Chemicals should be properly labelled and regularly inventoried to check for expiration dates.

EVALUATION

On the basis of the above analysis for D. Basic Laboratory and Field Equipment, Tools and Facilities, rate the following:

- () a. How adequate are the basic laboratory and field equipment, tools, and facilities for Crop Science?
- () b. How adequate are the basic laboratory and field equipment, tools, and facilities for Animal Science?

COMMENTS

E. SPECIAL EQUIPMENT

ANALYSIS

List down any special equipment available within the college and/or at industrial laboratories for research purposes and/or specialized experimentation.

Identify the staff/technician(s) capable of operating the special equipment.

EVALUATION

On the basis of the above analysis for D. Special Equipment, rate the following:

- () a. How adequate is the special equipment available for research purposes or specialized experimentation?
- () b. How capable are the technicians assigned to handle the special equipment?

COMMENTS

BEST FEATURES

RECOMMENDATIONS

AGRICULTURE
SECTION IX
RESEARCH

Contents

- A. PERSONNEL
- B. FUNDING
- C. RESEARCH PROGRAMS AND PROJECTS
- D. FACILITIES FOR RESEARCH
- E. RESEARCH OUTPUT

NAME OF INSTITUTION: _____

LOCATION: _____

COURSES UNDER SURVEY: () Crop Science () Animal Science

ANALYSIS MADE BY:

_____	_____
_____	_____
_____	_____

EVALUATION MADE BY:

_____	_____
_____	_____
_____	_____

DATE COMPLETED: _____

EXPLANATION

Research is an important dimension of agricultural programs. Instruction, research and extension form the trilogy of functions in most if not all educational institutions with an agricultural orientation. This Survey Form expresses, in a more concrete and detailed manner, the Evaluative Criteria whereby the quality of research being performed within the college is judged and thus assists the Survey Team towards an objective evaluation of the area on Research.

ANALYSIS

The Analysis consists of provisions, conditions, or characteristics found in good colleges. All of them may not be necessary, or even applicable to every college. A college may lack some of the items but have other compensating features.

The basis of the Analysis is generally factual, presented in checklist form. However, in cases where a more affirmative or negative answer would not be adequate for purposes of analysis, evaluative statements are called for.

In the parentheses () which precede most of the items listed, the following marks/letter symbols should be placed:

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

In order to use correctly the symbols M or O, the Survey Team must be aware of the purposes and objectives of the college, as discovered from the survey of Section I.

When no parentheses are provided, it will be sufficient to insert the requisite information in the spaces provided for that purpose. In such cases, the information requested is needed either for the Analysis of other items or for the actual Evaluations.

EVALUATION

Evaluations represent the best judgment of the evaluators

after all the evidence has been considered. The evaluators should use the rating scale as defined below:

- 5 - Excellent: the provisions or conditions are extensive and are functioning excellently.
- 4 - Very Good:
 - a. the provisions or conditions are extensive and are functioning well, or
 - b. the provisions or conditions are moderately extensive but are functioning excellently.
- 3 - Good: the provisions or conditions are moderately extensive and are functioning well.
- 2 - Fair:
 - a. the provisions or conditions are moderately extensive but are functioning poorly, or
 - b. the provisions or conditions are limited in extent but are functioning well.
- 1 - Poor: the provisions or conditions are limited in extent and are functioning poorly.
- M - Missing: the provisions or conditions are missing, but needed.
- O - Does not apply: the provisions or conditions are missing, but do not apply or are not desirable in this college course.

COMMENTS

In the space allotted for comments, the Survey Team should indicate the degree of harmony between the Purposes and Objectives of this college and the educational practices considered in this section. In doing so, it will give its reasons for the use of M or O in the Analyses and Evaluations just made.

BEST FEATURES

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

RECOMMENDATIONS

In the space provided, indicate proposed changes or plans to

further improve the area.

A. PERSONNEL

ANALYSIS

- () 1. The faculty as a whole is engaged in serious research quite apart from student thesis research. (List ongoing researches of faculty.)
- () 2. Each faculty member doing research devotes adequate official time to it in relation to teaching, extension and other functions.
- () 3. Each faculty member doing research and/or advising a student thesis research had previous research training, e.g. with M.S. degree, etc.
- () 4. There are faculty members not doing research but have had research training.
- () 5. Technical staff (e.g. research assistants, chemists, etc.) are employed generally in support of research in the school.
- () 6. Administrative, clerical and farm personnel are employed generally in support of research in the school.
- () 7. Students (undergraduate and/or graduate) are given reasonably adequate background in elementary statistics and research methodology before they conduct their theses.
- () 8. Students do experiment or actual survey work for their theses instead of mere library or table research.
- () 9. Faculty and supporting staff are given promotions based on research accomplishments.
- () 10. Faculty are given honoraria as incentives for doing research.

EVALUATION

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

- () a. How capable are the faculty and senior support staff in analyzing and identifying researchable problems?

- () b. How qualified are they in conducting the needed research or in advising student theses?
- () c. How interested and enthusiastic in research are the faculty, other staff and students doing research?
- () d. What is the extent of awareness of the faculty regarding research grants from various government and private sources?
- () e. What is the overall and full-time equivalent (%FTE) of the faculty for research in comparison with teaching, extension and other functions?

COMMENTS

B. FUNDING

ANALYSIS

- () 1. There is a budget of the school for staff research.
(Give the total amount and breakdown.)
- () 2. There is a budget of the school for student thesis research.
(Give the total amount and breakdown).
- () 3. The above research budget fluctuates from year to year or keeps increasing.
- () 4. There are research funds out of grants from government agencies.
- () 5. There are research funds out of grants from private sources.
- () 6. The allocation and subsequent release of funds for research are timely.
- () 7. The researcher has sufficient flexibility in the disposition of research funds for an efficient and

proper conduct of his research.

- () 8. Whatever funds allocated for research in the school budget are being used by researchers and administrators for research activities.
- () 9. Research grant funds are being used by researchers and administrators for research activities of the respective grantee.

EVALUATION

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

- () a. How adequate is the research budget of the school for reasonable research involvement of the staff?
- () b. How adequate is the research budget of the school for support of students theses?
- () c. How stable are the sources of research funds?
- () d. How timely is the availability of funds to carry on the needed research of faculty and students?
- () e. How much of the research funds from all sources are for operational expenses in relation to amount for personal services?

COMMENTS

C. RESEARCH PROGRAMS AND PROJECTS

ANALYSIS

- () 1. Each research conducted by the faculty and other staff is embodied in a research project outline duly approved by appropriate authorities before it is conducted.
(List the research projects: identifying number, title, project leader and co-workers, duration, etc.)
- () 2. The research conducted by a student is embodied in a thesis outline.

- (List thesis research projects as above.)
- () 3. The various staff research projects are part of a properly planned problem-oriented research program.
 - () 4. The various student theses are part of a properly planned problem-oriented research program.
 - () 5. The research projects consider the priority socio-economic problems of the region.
 - () 6. The research projects do well on the major crops and/or livestock in the region or with potential in the region.
 - () 7. The research program of the school involves an interdisciplinary approach and is problem-oriented.
 - () 8. The research program is planned, developed and implemented with participation of faculty, researchers, administrators and extension staff of the school, other government agencies, and private sectors in the region.
 - () 9. The purposes and objectives of the research programs and component projects or sub-projects are well defined and delineated.
 - () 10. The research results are made use of by the faculty in teaching and extension.

EVALUATION

On the basis of the above analysis for C. Research Programs and Projects, rate the following:

- () a. How relevant to the region or the country as the case may be is the research conducted in the school?
- () b. How applicable and beneficial to industry in the region are such research results? What is their impact?
- () c. How extensive and serious is the linkage among teachers, researchers, extension workers and administrators in the school?
- () d. How extensive is the linkage with other government agencies, institutions and private sectors?
- () e. How adequate and reasonable is the interdisciplinary approach in research?

COMMENTS

D. FACILITIES FOR RESEARCH

ANALYSIS

- () 1. There is reasonably adequate laboratory facilities to conduct the desired research activities in crop and/or animal science.
- (List the major facilities and equipment being used for research including those that may be jointly used for teaching and extension.)
- () 2. The major research facilities are well used on a year-round basis.
- () 3. Many researchers and students are making use of these facilities in the conduct of their research.
- () 4. Facilities (especially equipment) are adequately maintained and/or immediately repaired in case of breakdown.
- () 5. There is reasonably sufficient field area for crop trials and/or field facilities for simple animal experiments.
- () 6. There is electricity on a 24-hour basis to operate certain research facilities.
- () 7. There is a good water supply for proper operation and maintenance of research facilities.

EVALUATION

On the basis of the above analysis for D. Facilities for Research, rate the following:

- () a. How is the overall capability of the school to conduct reasonable research in crop and/or animal science for the region?
- () b. How adequate are the laboratory facilities for research?
- () c. How adequate are the field facilities for research?
- () d. How adequate are the funds for maintenance and repair of equipment?

() e. How adequate is the water and electric power supply?
COMMENTS

E. RESEARCH OUTPUT

ANALYSIS

- () 1. The faculty and other staff engaged in research publish at least one technical article every two years each either as senior author or co-author in a scientific journal.
- (List the articles in standard bibliography style published during the last two academic years in crop and/or animal science.)
- () 2. Student theses are also published in scientific journals.
- (List those published during the last two academic years in crop and/or animal science.)
- () 3. The research results are published as popular or semi-popular articles in bulletins, magazines, popular journals, etc.
4. The research results are generally publishable in scientific journals but are not published due to any of the following reasons:
- () a. no accessibility to a scientific journal.
- () b. not written up because of other duties.
- () c. other reasons.
- () 5. The research results are not publishable in a scientific journal because of faulty experimental design, poor methodology, not generally valid, etc.
- () 6. The research results can not be published as a popular article in farmer's magazines because they are inconclusive, not definitive and can be misleading.
- () 7. The research results are being taken advantage of by the farmers in the region and benefit them economically.

- () 8. The research results are being presented in seminars within the institution and in scientific meetings of national or international professional societies.

EVALUATION

On the basis of the above analysis for E. Research Output, rate the following:

- () a. How large is the research output of the school in relation to its research funds?
- () b. How large is the research output of the school in relation to its research potential?
- () c. How valid, conclusive and definitive are the research findings?
- () d. How practical, applicable and economically beneficial to the farmers in the region are the research findings?
- () e. How effective is the information dissemination program in the area for the valid research findings?

COMMENTS

BEST FEATURES

RECOMMENDATIONS

AGRICULTURE

SECTION X

EXTENSION

Contents

- A. PERSONNEL
- B. FUNDING
- C. PROGRAMS AND PROJECTS
- D. FACILITIES
- E. TRAINING ACTIVITIES
- F. INFORMATION
- G. OUTPUT

NAME OF INSTITUTION: _____

LOCATION: _____

COURSES UNDER SURVEY: () Crop Science () Animal Science

ANALYSIS MADE BY:

_____	_____
_____	_____
_____	_____

EVALUATION MADE BY:

_____	_____
_____	_____
_____	_____

DATE COMPLETED: _____

EXPLANATION

General

Extension, together with research, is an important dimension of agricultural programs. Instruction, research and extension form the trilogy of functions in most if not all educational institutions with an agricultural orientation. This Survey Form expresses, in a more concrete and detailed manner, the Evaluative Criteria whereby the quality of the college's extension services is judged, thus assisting the Survey Team towards an objective evaluation of the area on Extension.

ANALYSIS

The analysis consists of provisions, conditions or characteristics found in good colleges. All of them may not be necessary, or even applicable to every college. A college may lack some of the items but have other compensating features.

The basis of the Analysis is generally factual, presented in checklist form. However, in cases where a mere affirmative or negative answer would not be adequate for purposes of analysis, evaluative statements are called for.

In the parentheses () which are to be found to the left of most of the items listed, the following symbols should be placed:

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

In order to use correctly the symbols M or O, the Survey Team must be aware of the purposes and objectives of this college, as discovered from the survey of Section I.

When no parentheses are provided, it will be sufficient to insert the requisite information in the spaces provided for that purpose. In such cases, the information requested is needed for the analyses of other items or for the Evaluations themselves.

EVALUATIONS

These represent the best judgment of those making the evaluations after all the evidence has been considered. They are to be made by means of the rating scale as defined below. The main difference between the judgments in the Analysis section and the Evaluation portion is that the Analysis items are evaluated singly whereas the Evaluation questions consider the items as related to the overall goals of the area in question.

- 5 - Excellent: the provisions or conditions are extensive and are functioning excellently.
- 4 - Very Good:
 - a. the provisions or conditions are extensive and are functioning well, or
 - b. the provisions or conditions are moderately extensive but are functioning excellently.
- 3 - Good: the provisions or conditions are moderately extensive and are functioning well.
- 2 - Fair:
 - a. the provisions or conditions are moderately extensive but are functioning poorly, or
 - b. the provisions or conditions are limited in extent but are functioning well.
- 1 - Poor: the provisions or conditions are limited in extent and are functioning poorly.
- M - Missing: the provisions or conditions are missing but needed.
- 0 - Does not apply: the provisions or conditions are missing but do not apply or are not desirable.

COMMENTS

In the space allotted for Comments, the Survey Team might note any observable connection between the findings in this Division and particular good points and defects in the survey of the other areas.

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. PERSONNEL

ANALYSIS

- () 1. Extension is accepted by the staff as one of the functions inherent in his position.
- () 2. Staff involvement is organized, with a core staff handling extension as their major area of responsibility.
- () 3. There is student involvement in extension activities.
- () 4. There is sufficient staff participation in extension activities.
- () 5. Extension staff development is progressing according to plans.
- 6. The following incentives are provided extension staff:
 - () a. honorarium
 - () b. salary increase
 - () c. promotion
 - () d. scholarship
 - () e. travel

EVALUATION

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

- () a. How adequate is the staff provided for extension?
- () b. How satisfactory is the provision for extension staff development?
- () c. How adequate are the incentives provided to the members of the staff?

COMMENTS

B. FUNDING

ANALYSIS

- () 1. There is a definite financial appropriation for extension on a yearly basis.
- () 2. Allocation of funds is reasonable and their releases timely.
- () 3. Reasonable flexibility is provided in the program for disposition of allocated funds.
- () 4. Financing or extension is generally sufficient.
- () 5. Fiscal control does not result in unnecessary red tape.

EVALUATION

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

- () a. How adequate is the financial appropriation for extension?
- () b. How satisfactory is the allocation of funds and its disposition?

COMMENTS

C. PROGRAMS AND PROJECTS

ANALYSIS

- () 1. Extension is an accepted major function of the unit closely allied to research and teaching.
- () 2. The philosophy, goals and clientele of the extension program is clearly defined.
- () 3. There is an existing extension organization with a designated staff in-charge.
- () 4. There are staff and other resources development for extension education.
- () 5. Extension projects and activities are inter-disciplinary.
- () 6. Extension projects and activities are inter-agency.
- () 7. The extension activities include:
 - () a. training of trainers
 - () b. information
 - () c. applied research
 - () d. participation in inter-agency development projects
 - () e. providing technical help and guidance to farmers directly
- () 8. There is regular evaluation of the extension program.

EVALUATION

On the basis of the above analysis for C. Program and Projects, rate the following:

- () a. How satisfactory do the extension programs and projects complement the program of studies?
- () b. How satisfactory is the coordination between research and extension programs and projects?
- () c. How well organized are the extension programs and projects?

COMMENTS

D. FACILITIES

ANALYSIS

- () 1. There is a training room with comfortable furniture, good lighting and ventilation.
- () 2. The training room has provisions for displays and other audio-visual aids.
- 3. There are audio-visual aids available:
 - () a. charts and maps
 - () b. illustrations
 - () c. specimen mounts
 - () d. projector screen
 - () e. projector
 - () f. curtains for darkening the room
- () 4. Activities are not hampered by lack of mobility of the

extension personnel.

5. The following are available to the extension staff when needed:

- () a. car
- () b. jeep
- () c. pick-up vehicle
- () d. motorcycle
- () e. bicycle

EVALUATION

- () On the basis of the above analysis for D. Facilities, how adequate are the facilities and equipment provided?

COMMENTS

E. TRAINING ACTIVITIES

ANALYSIS

- 1. Training includes:
 - () a. farmers' short courses
 - () b. specialized training for extension personnel
 - () c. pre-service training
 - () d. in-service training
- () 2. The training staff involves other staff members as resource persons.
- () 3. Training honorarium is provided for the training staff and resource persons.
- () 4. There is a system of evaluation in every training

activity.

- () 5. There is a system of follow-up for every training activity.
- () 6. There is good coordination among technical departments in training activities.

EVALUATION

On the basis of the above analysis for E. Training Activities, rate the following:

- () a. How sufficient are the training activities?
- () b. How satisfactory is the coordination between departments in training activities?

COMMENTS

F. INFORMATION

ANALYSIS

- 1. The following are the outlets of information:
 - () a. press release
 - () b. radio
 - () c. leaflets
 - () d. bulletins
 - () e. circulars
 - () f. mimeographed handouts
 - () g. seminars

- () h. field days
- () 2. Extension publication of the unit are readily accessible.
- 3. The following prepare the extension publications and materials:
 - () a. extension specialist
 - () b. researcher
 - () c. researcher and extension specialist
- () 4. Information is reviewed by the unit prior to release.

EVALUATIONS

- () a. On the basis of the above analysis for F. Information, how adequate is the dissemination of information regarding extension activities?

COMMENTS

G. OUTPUT

ANALYSIS

- 1. The number of extension publications of the unit is:
 - () a. poor
 - () b. fair
 - () c. average
 - () d. high
 - () e. very high
- 2. The unit conducts the following number of training programs per year:
 - () a. 0

- () b. 1-3
 - () c. 3-5
 - () d. 5-7
 - () e. More than 7
3. The unit holds the following number of seminars, workshops, and field days per year:
- () a. 0
 - () b. 1-3
 - () c. 3-5
 - () d. 5-7
 - () e. More than 7
4. The unit conducts the following number of applied research projects per year.
- () a. 0
 - () b. 1-3
 - () c. 3-5
 - () d. 5-7
 - () e. More than 7
5. Extension output in general is:
- () a. poor
 - () b. fair
 - () c. good
 - () d. excellent
6. The stronger extension activities of the unit are:
- () a. information
 - () b. training of trainers
 - () c. applied research

() d. providing technical help and guidance directly to farmers

() e. _____.

7. The weaker extension activities of the unit are:

() a. information

() b. training of trainers

() c. applied research

() d. providing technical help and guidance directly to farmers

EVALUATION

() a. On the basis of the above analysis for G. Output, how adequate is extension output in general?

COMMENTS

BEST FEATURES

RECOMMENDATIONS

SURVEY FORM A
FOR AGRICULTURE PROGRAMS

GENERAL STATISTICAL SUMMARY

SECTION	TITLE OF SECTION	AVERAGE	WEIGHT VALUE	PRODUCT
II	Faculty		6	0.00
III	Instruction		6	0.00
IV	Library		4	0.00
V	Laboratories		5	0.00
VI	Physical Plant		2	0.00
VII	Student Services		4	0.00
VIII	Administration		3	0.00
IX	Research		2	0.00
X	Extension		2	0.00
TOTAL			34	0.00
GENERAL AVERAGE				0.00

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

STATISTICAL SUMMARY

SECTION II - FACULTY

DIV	TITLE OF DIVISION	EVALUATION						AVERAGE	WEIGHT VALUE	PRODUCT
A	Academic Qualifications	a	b	c					5	
B	Professional Performance	a	b	c	d	e			5	
C	Educational and Professional Experience	a	b	c					4	
D	Selection of Faculty Members	a							5	
E	Faculty Development	a	b	c					3	
F	Faculty Development	a	b	c	d	e	f		4	
G	Salaries	a							3	
H	Rank and Tenure	a	b	c	d				4	
I	Faculty Relationships	a	b	c	d				3	
J	Fringe Benefits	a	b	c					2	
								TOTAL	38	
								AREA AVERAGE		

Sum of Products = Area Average

Sum of Weight Values

STATISTICAL SUMMARY

SECTION III - INSTRUCTION

SECTION III - INSTRUCTION										
DIV	TITLE OF DIVISION	EVALUATION						AVERAGE	WEIGHT VALUE	PRODUCT
A	Curriculum	a	b	c	d	e	f		5	
B	Co-Curricular Activities	a	b						2	
C	Instructional Procedures	a	b	c					5	
D	Classroom Management	a	b	c	d				3	
E	Academic Performance of Students	a	b	c					3	
F	Academic Counseling	a	b	c	d				1	
G	Administrative Concern for Effective Instruction	a	b	c	d	e			4	
								TOTAL	23	
								AREA AVERAGE		

Sum of Products _____ = Area Average

Sum of Weight Values

STATISTICAL SUMMARY

SECTION IV - LIBRARY

DIV	TITLE OF DIVISION	EVALUATION								AVERAGE	WEIGHT VALUE	PRODUCT
		a	b	c	d							
A	Physical Facilities	a	b	c	d						4	
B	Collections	a	b	c	d	e	f	g	h		5	
TOTAL											9	
AREA AVERAGE												

Sum of Products _____ = Area Average

Sum of Weight Values

STATISTICAL SUMMARY

SECTION V - LABORATORIES

DIV	TITLE OF DIVISION	EVALUATION					AVERAGE	WEIGHT VALUE	PRODUCT
		a	b	c	d				
A	Rooms	a	b	c	d			3	
B	Equipment and Supplies	a	b	c	d			4	
C	Maintenance and Improvement	a	b	c				3	
D	Basic Laboratory and Field Equipment	a	b					5	
E	Special Equipment	a	b					1	
							TOTAL	16	
							AREA AVERAGE		

Sum of Products = Area Average

Sum of Weight Values

STATISTICAL SUMMARY

SECTION IX - RESEARCH

DIV	TITLE OF DIVISION	EVALUATION					AVERAGE	WEIGHT VALUE	PRODUCT
		a	b	c	d	e			
A	Personnel	a	b	c	d	e		5	
B	Funding	a	b	c	d	e		3	
C	Research Programs and Projects	a	b	c	d	e		5	
D	Facilities for Research	a	b	c	d	e		3	
E	Research Output	a	b	c	d	e		4	
							TOTAL	20	
							AREA AVERAGE		

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

STATISTICAL SUMMARY

SECTION X - EXTENSION

DIV	TITLE OF DIVISION	EVALUATION			AVERAGE	WEIGHT VALUE	PRODUCT
		a	b	c			
A	Personnel	a	b	c		4	
B	Funding	a	b			2	
C	Programs and Projects	a	b	c		5	
D	Facilities	a				1	
E	Training Activities	a	b			3	
F	Information	a				3	
G	Output	a				3	
TOTAL						21	
AREA AVERAGE							

Sum of Products _____ = Area Average

Sum of Weight Values