



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

**SURVEY INSTRUMENT  
FOR  
ACCREDITING GRADUATE  
SCHOOLS OF PUBLIC HEALTH**

**2013  
PAASCU**

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

**Contact Details:**

PAASCU

Unit 107 The Tower at Emerald Square

J.P. Rizal cor. P. Tuazon Sts.,

1109 Quezon City

Tel. 911-2845 \* 913-1998 \* 439-0934

Fax: 911-0807

E-mail: [info@paascu.org.ph](mailto:info@paascu.org.ph)

Website: [www.paascu.org.ph](http://www.paascu.org.ph)

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**SURVEY INSTRUMENT**  
**FOR**  
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**PUBLIC HEALTH**  
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## HOW TO USE THIS ACCREDITATION FORM

This booklet comes in three parts. Part 1 is the Basis of Evaluation, which forms the introductory part of the survey instrument. Part 2 is the Survey Form. Part 3 is the Appendix containing exhibits and other supporting documentary materials.

### **Part 1: BASIS OF EVALUATION**

This part explains the concept of each survey area under observation. It lays down in essay form the criteria for evaluating the graduate school's characteristics, the qualitative traits of excellence, and the levels of performance. The accreditation team member is expected to rate the school on the basis of whether it satisfies the criteria, the extent of compliance or implementation, and in general, the degree to which the school approximates the ideal.

The instrument attempts to list all the desirable traits or characteristics of a graduate program. Taken together, these give the picture of an ideal. No school is expected to have all these characteristics in an outstanding manner, for the ideal does not really exist. The instrument is a tool to help the school measure the quality of education which it provides.

Part 1 is especially useful to the school committee in the self-survey phase of the work. Used side by side with Part 2

(Survey Form), it should give a fairly accurate picture of the school's strengths and weaknesses as an academic institution.

The standards reflect a realistic appraisal of the school's resources and their efficient utilization to help the institution achieve its goals.

The list of materials substantiating the observations or ratings, as called for under this section, will appear separately in Part 3 (Appendix). A system of cross-references should make it easier for the accrediting team member to locate the pertinent data.

## **Part 2: SURVEY FORM**

Each area is subdivided into sections. Both area and section are assigned weights which indicate their relative importance in relation to the total evaluation. An exception is "Goals and Objectives" which serves as the philosophical framework of the survey. This area is not weighted. The rating simply helps the survey team in determining the clarity of the guideposts in evaluating the school. The scores are not included in the overall computation. The weights are shown in the instrument. A general statistical summary or computation is provided in the Appendix.

Part 2 consists of a series of statements delineating traits or conditions which pertain to the aspect being evaluated. Each statement will be scored in a scale of 1 to 5, with 1 being the

least desirable condition and 5 the most desirable. A rating of "3" is considered "good" and therefore passing for accreditation purposes. A "Not Applicable" (NA) rating is also used when necessary.

After each section, space is provided for comments or remarks that the rater may wish to make. This feature should be particularly helpful to the self-survey committee.

The user of this form must rate all statements without exception. Failure to do so may distort the statistical perspective of the survey.

The scale of 1 to 5 has been adopted for statistical convenience; that is, computation work, either manually or by computer, is simpler. The range is used both for weighing the area and section as well as for rating the individual statements in the Survey Form.

### **Part 3: APPENDIX**

Normally, each area requires additional information in the form of exhibits and other supporting documentary materials. At the end of each section of the Survey Form, the survey team member is told what materials are expected to be supplied by the graduate school for the purposes of this survey. The list appears in the Appendix as indicated.

### How to Compute:

1. The Section Mean: Add the ratings of all the statements in the section, disregarding the NA's, if any. Divide the sum by the number of answered items.

2. The Area Mean: Multiply the means of the various sections by their corresponding weights. Add up these products and divide the sum by the total weights of the sections.

3. Overall Mean: Multiply each area mean by the respective area weight. Add up these products and divide the sum by 50, which is the total weight value of the various areas.

### Part 4: RATING SCALE

- |    |                    |   |
|----|--------------------|---|
| 1  | - Poor:            | the provision or condition is limited and functioning poorly.                   |
| 2  | - Fair:            | the provision or condition is limited and functioning minimally.                |
| 3  | - Good:            | the provision or condition is met and functioning adequately.                   |
| 4  | - Very Good:       | the provision or condition is moderately extensive and functioning well.        |
| 5  | - Excellent:       | the provision or condition is very extensive and functioning perfectly.         |
| NA | - Not Applicable : | the provisions or conditions are missing but do not apply or are not desirable. |

## **GOALS AND OBJECTIVES**

### **BASIS OF EVALUATION**

The area of goals and objectives is the most basic of all the areas to be surveyed. A graduate school is judged not by comparison with other good graduate schools, which may legitimately vary in many respects, but primarily by the degree to which its goals and objectives are met in actual practice in the other areas of evaluation. Thus, while one accredited graduate school may be better than another, both schools are granted accreditation because their actual educational practices are in basic agreement with their professed goals and objectives. Goals and objectives tell others what the graduate school declares itself to be; however, only its policies and practices will reveal to what extent it has actually become what it professes to be.

#### I. Statement of Goals and Objectives of the Graduate School

A graduate school should determine its goals and objectives in receiving students and in offering them instruction. These goals and objectives should be determined in the light of the needs of the community in which it exists. They should be clearly stated in a catalogue or prospectus readily available to prospective students and other persons concerned.

Each graduate school should include among its objectives the development of competence in the student's chosen field of specialization, in research, and in the communication of research results. These competencies should be commensurate with the level

of the degree sought, i.e., master's or doctor's. It should seek to develop effective leaders in education, government, business, industry and other fields for the achievement of national goals. It should aim to foster awareness of social needs and involvement in social projects and to develop responsible citizens. The purposes and objectives should be in harmony with the goals of the whole institution, with national development goals and with desirable Filipino cultural values.

## II. Specific Objectives Distinctive of Each Graduate School

Within the framework imposed by the general purposes mentioned above, each graduate school is free to choose its specific objectives and the objectives of each of its programs of studies and courses. Such specific objectives, of course, should be attainable and educationally sound.

## III. Acceptance by the Faculty

There should be demonstrated evidence that the faculty subscribes to the purposes and objectives of the graduate school and that the school orients new members to these purposes and objectives prior to their appointment.

**SURVEY FORM**

**GOALS AND OBJECTIVES**

RATING  
(1 to 5)

- ( ) 1. The mission statement of the institution is clearly stated.
- ( ) 2. The goals and objectives of the graduate school supporting the mission statement are clearly and categorically stated.
- ( ) 3. The purposes and objectives are in harmony with the goals of the institution.
- ( ) 4. The purposes and objectives reflect national development goals.
- ( ) 5. The purposes and objectives reflect desirable cultural values.
- ( ) 6. The specific objectives of the program of studies and courses are educationally sound.
- ( ) 7. The specific objectives of the program of studies and courses are attainable.
- ( ) 8. The mission statement of the institution as well as the goals and objectives of the graduate school are printed in a catalogue or prospectus readily available for prospective students and other persons concerned.
- ( ) 9. There is demonstrated evidence that the faculty understands and subscribes to the goals and objectives of the graduate school.
- ( ) 10. The graduate school orients new members of the faculty to the goals and objectives prior to appointment.
- ( ) 11. The graduate school orients new students to its goals and objectives.
- ( ) 12. There is demonstrated evidence that students understand and accept the goals and objectives of the graduate school.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

**SURVEY FORM**

**FACULTY**

RATING  
(1 to 5)

**I. ACADEMIC QUALIFICATIONS**

- ( ) 1. The number of faculty members with earned doctor's degrees teaching in the master's programs exceed CHED requirements of having the majority with earned doctor's degree(s).
- ( ) 2. In very exceptional cases, the deficiency in degrees is compensated for by other qualifications, i.e., outstanding achievement or unusual competence and scholarship in the field of specialization.

Additional for Doctoral Degree:

- ( ) 1. Faculty members in the doctoral programs are holders of earned doctor's degrees and continue to pursue renewal programs for professional growth.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

**II. PROFESSIONAL PERFORMANCE**

The faculty members:

- ( ) 1. endeavor to implement the purposes and objectives of the institution and of the graduate school.
- ( ) 2. are aware of modern educational problems.
- ( ) 3. prepare well for their classes.
- ( ) 4. show mastery of subject matter.
- ( ) 5. have mastery of research skills.

RATING  
(1 to 5)

- ( ) 6. relate their subject matter to current issues and community needs.
- ( ) 7. assist graduate students in developing competence in their research work.
- ( ) 8. show evidence of professional growth through further studies, research activities and publications.
- ( ) 9. actively participate in professional organizations.
- ( ) 10. share their knowledge or expertise with other institutions, agencies and the community.
- ( ) 11. use library resources and other instructional aids.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

### III. **SELECTION OF FACULTY MEMBERS**

- ( ) 1. The selection of faculty members is a cooperative process involving the administration, department heads, and other faculty members.
- ( ) 2. There are definite policies, procedures and criteria for the selection of faculty members.
- ( ) 3. Measures are taken to avoid the possible dangers of inbreeding.
- ( ) 4. Faculty members understand and accept the objectives of the institution and of the graduate school.
- ( ) 5. Faculty members understand and accept the terms of appointment.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

RATING  
(1 to 5)

**IV. TEACHING ASSIGNMENTS**

- ( ) 1. Teaching assignments of the faculty members are based on their specialization.
- ( ) 2. The teaching schedule and load of the faculty members are reasonable.
- ( ) 3. The ratio of full-time faculty members to the number of students per field of specialization is satisfactory.
- ( ) 4. The ratio of full-time faculty members to part-time faculty is satisfactory.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

RATING  
(1 to 5)

**V. RANK AND TENURE**

- ( ) 1. There is a definite system of ranking and tenure.
- ( ) 2. The ranking and tenure system is fair and reasonable.
- ( ) 3. Procedures for faculty termination are observed.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

**VI. FACULTY DEVELOPMENT**

- ( ) 1. The graduate school has a long-range faculty development program.
- ( ) 2. Provisions for faculty development are carried out.
- ( ) 3. The faculty development program has administrative and funding support.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

RATING  
(1 to 5)

**VII. SALARIES AND FRINGE BENEFITS**

- ( ) 1. Professional qualifications, experience and competence are considered in the system of remuneration.
- ( ) 2. There are provisions for salary increments in recognition of competent performance and productive scholarship.
- ( ) 3. The compensation package is competitive with that of other institutions in the area.
- ( ) 4. There are provisions for fringe benefits of the faculty members.
- ( ) 5. There are provisions for the recognition of meritorious service.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

RATING  
(1 to 5)

VIII. **FACULTY INVOLVEMENT**

- ( ) 1. Faculty members are involved in the formulation of goals and objectives.
- ( ) 2. Faculty members are involved in policy-making.
- ( ) 3. Faculty members participate in the evaluation of curricular and other programs of the graduate school.
- ( ) 4. The faculty members have satisfactory relationships with students.
- ( ) 5. The faculty members have satisfactory relationships with other faculty members.
- ( ) 6. The faculty members have satisfactory relationships with the administrators.
- ( ) 7. The faculty members have satisfactory relationships with business and industry and the community at large.
- ( ) 8. There is administrative support for faculty participation and involvement in thesis/dissertation advisement.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

**SURVEY FORM**

**CURRICULUM AND INSTRUCTION**

RATING  
(1 to 5)

**I. PROGRAM OF STUDIES AND CURRICULUM**

1. The program of studies is consistent with:
  - ( ) a. Philippine national goals.
  - ( ) b. The goals of the World Health Organization and other international entities in the area of Public Health.
  - ( ) c. the institutional goals.
  - ( ) d. the specific objectives of the courses.
- ( ) 2. The program of studies consists of systematically arranged learning experiences that are interdisciplinary and multi-disciplinary.
- ( ) 3. The program of studies reflects the professional and technical preparation needed by the graduate students.
4. The curriculum is well-defined, providing depth and breadth:
  - ( ) a. in foundation courses
  - ( ) b. in professional courses
- ( ) 5. The requirements in the different subjects prepare the graduate students to undertake research.
- ( ) 6. Periodic evaluation keeps curricular offerings abreast with the times.
- ( ) 7. Evaluation of the program of studies considers flexibility of offerings in major fields.
- ( ) 8. Faculty members participate in the evaluation and revision of the curriculum.

RATING  
(1 to 5)

- ( ) 9. Students participate in the evaluation and revision of the curriculum.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

## II. INSTRUCTIONAL MATERIALS, PROCEDURES AND TECHNIQUES

- ( ) 1. An approved syllabus is required for each subject.
- ( ) 2. The syllabus is updated periodically to keep abreast with the times.
- ( ) 3. The syllabus indicates opportunities for independent study.
- ( ) 4. The syllabus indicates training in research methodology.
- ( ) 5. Instructional materials have depth and breadth expected on the graduate level.
- ( ) 6. Instructional materials reflect development of desirable attitudes towards graduate education and its concomitant values.
- ( ) 7. Instructional materials provide training in research.
- ( ) 8. Students make extensive use of books, readings, handouts, audio-visual materials, and computer software as a part of program requirements.
- ( ) 9. Appropriate community projects are ongoing and are available for field practice.
- ( ) 10. Field practice is supervised by a qualified field practicum coordinator.
- ( ) 11. Field practice provides hands on experiences for students.

- ( ) 12. The field practice fit the curriculum framework.
- ( ) 13. Teaching methods are suited to subject content.
- ( ) 14. Varied methods and approaches are used.
- ( ) 15. Instructional procedures and techniques in the classroom encourage active faculty and student interaction.
- ( ) 16. There is a smooth flow of communication between faculty and students.
- ( ) 17. Interdisciplinary and multi-disciplinary approaches are used whenever possible.
- ( ) 18. Seminars, fora, symposia and others are utilized.
- ( ) 19. Methods and strategies contribute to the development of desirable values and work ethics.
- ( ) 20. Definite rules and policies for good classroom management are defined and enforced.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

RATING  
(1 to 5)

**III. EVALUATION AND GRADING**

- ( ) 1. Faculty members use valid techniques to evaluate student performance.
- ( ) 2. The grading policy is well-defined.
- ( ) 3. The grading policy is shared/discussed with the students at the beginning of each course.
- ( ) 4. Researches, term papers, projects and other requirements reflect a scholarly level of achievement.
- ( ) 5. Examinations measure the attainment of objectives stated in the syllabi.
- 6. Comprehensive examinations measure:
  - ( ) a. the breadth and depth of students' competence and performance.
  - ( ) b. knowledge of facts and principles.
  - ( ) c. command of written communication.
  - ( ) d. the ability to organize and integrate ideas and information.
  - ( ) e. the ability to analyze and synthesize ideas.
  - ( ) f. The ability to provide solutions to hypothetical problems.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

RATING  
(1 to 5)

**IV. GRADUATION REQUIREMENTS**

- ( ) 1. There are specific policies which govern graduation requirements.
- ( ) 2. The graduation requirements contribute to quality education.
- ( ) 3. Requirements for residence are strictly enforced.
- ( ) 4. Accepted theses/dissertations meet standards and criteria prescribed by the Commission on Higher Education and the graduate school.
- ( ) 5. Accepted project reports meet standards and criteria prescribed by the health education department.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

**V. ADMINISTRATIVE SUPPORT**

- 1. Effective instruction is insured through:
  - ( ) a. the submission of a syllabus for each course.
  - ( ) b. classroom visits and/or supervisory dialogues between the dean and faculty.
  - ( ) c. continuous faculty development and evaluation.
  - ( ) d. periodic tests.
  - ( ) e. Students surveys of faculty performance.

RATING  
(1 to 5)

( ) 2. Innovations and experimentation are encouraged by the administration.

( ) 3. Academic excellence is motivated and encouraged through scholarships, awards, grants, etc.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

#### VI. **COMMUNITY SERVICE AND INVOLVEMENT**

( ) 1. Knowledge about the community is acquired through scientific inquiry and research.

( ) 2. The graduate school provides activities and programs to develop social awareness and concern in the students, faculty and total school community.

( ) 3. The graduate school provides leadership in initiating and maintaining development projects.

( ) 4. Ethical principles and values are promoted through courses, public seminars, projects, etc.

( ) 5. Community needs and problems are discussed in the classroom as part of the course requirements/subject matter coverage.

( ) 6. Community health programs are planned, implemented, and evaluated by students, faculty and officials of the community.

( ) 7. Community health programs are part of every student's learning experience.

( ) 8. Every student spends a significant amount of hours in community health projects.

RATING  
(1 to 5)

( ) 9. The students' community health projects are well supervised by a field preceptor and coordinated with community leaders.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

**SURVEY FORM**

**RESEARCH**

RATING  
(1 to 5)

**I. HUMAN RESOURCES**

- ( ) 1. Deliberate efforts are exerted for the faculty to undertake continuing enrichment in research courses and/or actual output in research.
- ( ) 2. The faculty has adequate experience in teaching research courses and/or thesis advising.
- ( ) 3. There is a designated competent research director or his equivalent who supervises research and other publications.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

**II. ORIENTATION**

1. Deliberate and systematic efforts are made to orient research studies in:
- ( ) a. promoting values.
- ( ) b. promoting social uplift of the people.
- ( ) c. enriching Philippine culture
- ( ) d. adding to existing knowledge in the field

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

RATING  
(1 to 5)

III. **ACTIVITIES**

- ( ) 1. Research is an integral part of the course requirements.
- ( ) 2. The graduate school takes the lead in initiating research activities in the university.
- ( ) 3. The graduate school actually maintains or links with a research center.
- ( ) 4. Research seminars, workshops and lectures for students and faculty are regularly offered.
- ( ) 5. Sufficient statistical assistance for research is provided by qualified faculty members or consultants.
- ( ) 6. Faculty members produce a fair amount of quality researches regularly.
- 7. Thesis/dissertation and other research outputs reflect:
  - ( ) a. use of scientific approaches/methods.
  - ( ) b. originality/novelty of topic/area.
  - ( ) c. acceptable standards of format of research reporting.
  - ( ) d. high standards of scholarship in general.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

RATING  
(1 TO 5)

IV. **QUALITY**

1. Instructional materials provide for development of research skills:
  - ( ) a. in the selection of appropriate thesis and dissertation problems.
  - ( ) b. in the statement of problems and hypotheses.
  - ( ) c. in selecting appropriate research designs.
  - ( ) d. in writing a research report.
  
2. There is evidence that research outputs are in accordance with acceptable standards of quality.
  - ( ) a. Problem and hypotheses are well-stated and appropriate for the study.
  - ( ) b. The related literature is not only pertinent to the particular study but is a basis for it.
  - ( ) c. The research instrument is valid and reliable.
  - ( ) d. Data gathering is scientific.
  - ( ) e. The research design is appropriate.
  - ( ) f. Method for data analysis is appropriate.
  - ( ) g. Analysis and interpretations of the findings are adequate and appropriate.
  - ( ) h. Conclusions are well-founded and recommendations are realistic.
  
- ( ) 3. All research outputs of the graduate school are evaluated by a panel of competent persons.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

RATING  
(1 to 5)

**V. SUPPORT FROM THE ADMINISTRATION**

- ( ) 1. There is a reasonable equivalency between research and teaching.
- ( ) 2. The administration considers highly specialized research training in the hiring and promotion of faculty.
- ( ) 3. The administration provides for or pays support staff as enumerators, encoders and typists.
- ( ) 4. The administration shoulders expenses for data analysis where computerization is appropriate.
- ( ) 5. The administration provides for an appropriate space for research work and for advising researchers.
- ( ) 6. The administration provides for research support methods other than the above.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

**VI. DISSEMINATION AND UTILIZATION**

- ( ) 1. Research studies or at least articles/reports on these studies are published as monographs or appear in recognized journals.
- ( ) 2. The university implements the applicable research findings.
- ( ) 3. Outside agencies/institutions implement applicable research findings of the graduate school.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

RATING  
(1 TO 5)

**VII. ETHICS OF RESEARCH**

- ( ) 1. Measures are taken to ensure integrity in research.
- ( ) 2. The principles of ethics are observed in procedures when undertaking research.
- ( ) 3. Documentation standards are strictly enforced.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments

**Area 4: STUDENTS (Area Weight: 7)**

**BASIS OF EVALUATION**

The students for whom schools exist must necessarily be a major concern of the graduate school. The quality of the outcome is greatly dependent on the quality of the student recruits. Quality outcome will also be greatly affected by the retention and promotion processes. It behooves all those interested in quality graduate education, therefore, to pay closer attention to the admission, retention and promotion of students.

I. Admission

The admission requirements of the graduate school should clearly provide for the proper selection and direction of prospective students who show reasonable capability for success in the course they have chosen. Policies and practices should clearly reflect the objectives of the graduate school and the institution, and should be in harmony with government regulations. These admission requirements should enable the school to select and classify applicants to the program.

Such admission requirements should be reflected in policies and practices which include the following:

1. Specific criteria and how they are applied.
2. The different categories of admission (such as degree and non-degree, or others, if they exist) and corresponding requirements.

3. The different levels of admission such as admission to graduate study as differentiated from admission to candidate status.
4. The person(s) or group(s) of persons who are involved in the actual admitting process.
5. Specific entrance credentials which are required.
6. Special procedures for those admitted on probation.

## II. Retention

The retention requisites must clearly indicate not only quality education but also an effective process for the identification and motivation of students with potentials to complete their graduate degrees.

Such retention requirements should reflect the following:

1. Institutional surveillance measures on the performance of the students between admission and candidacy for graduation.
2. Periodic checks on student progress and eligibility indicating minimum performance requirements and provisions for the fulfillment of all degree requirements within a specific period of time.
3. Additional criteria applied at intermediate points, when necessary.
4. Fair and consistent application of the retention criteria to all students.

5. Effective communication of such retention requirements to all graduate students.

III. Student Services

Support services offered to students are just as necessary on the graduate level as they are on the undergraduate programs. Graduate students also need to be properly advised and counseled as to the directions they are supposed to take and timetables to meet. Referrals for services needed for them to fulfill theses requirements, such as editing and typing, are also necessary if only to ensure quality research reports.

## SURVEY FORM

### STUDENTS

RATING  
(1 to 5)

#### I. ADMISSION

\_\_\_\_\_ 1. The policies and practices of the graduate school in the selection and admission of prospective students (beginning/transfer students) are consistent with government regulations.

2. The policies and practices of the selection and admission of graduate students are supportive of and conform to the goals and objectives of the:

\_\_\_\_\_ a. institution

\_\_\_\_\_ b. graduate school

\_\_\_\_\_ 3. The admission criteria for the selection and admission of graduate students are effective in identifying students capable of doing graduate work.

4. The admission criteria provide for acceptable flexibility pending fulfillment of requirements in:

\_\_\_\_\_ a. entrance to either degree or non-degree program:

\_\_\_\_\_ b. changing from non-degree to degree status.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

RATING  
(1 to 5)

II. RETENTION

- \_\_\_\_\_ 1. The policies and criteria for the retention of students are clearly stated and made known.
- \_\_\_\_\_ 2. The retention criteria used are effective in identifying and motivating qualified students to complete the degree requirements.
- \_\_\_\_\_ 3. Minimum performance requirements enable graduate students to meet degree requirements within acceptable time limits.
- \_\_\_\_\_ 4. The faculty retention criteria are applied fairly and consistently.
- \_\_\_\_\_ 5. There is adequate monitoring of attrition and completion.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

III. STUDENT SERVICES

- \_\_\_\_\_ 1. There is a functional academic advising system for graduate students.
- \_\_\_\_\_ 2. There is a competent referral system to deal with necessary services related to the quality production of thesis reports.
- \_\_\_\_\_ 3. There are opportunities for financial assistance to students, such as scholarships, financial grants, assistantships, etc.

RATING  
(1 to 5)

\_\_\_\_\_ 4. There is in actual operation a system for directing and counseling graduate students in their thesis work.

\_\_\_\_\_ 5. There are support services for research work and other requirements.

\_\_\_\_\_ 6. Auxiliary services such as guidance, dental, medical, etc. are available.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

**Area 5: LIBRARY (Area Weight: 6)**

**BASIS OF EVALUATION**

A major factor that determines the quality of a graduate school is its library. The library is the principal educational materials resource center of an institution. It also serves as the information storage and retrieval center. Its resources, services and facilities support the institution's objectives. The operation of graduate programs requires library resources substantially larger and more advanced than those required for undergraduate programs. The library resources required for doctoral programs vary widely but, in any case, they should be substantial, and considerably exceed those for master's programs.

I. Administration and Staffing

The library resources and services should be administered and operated by qualified, competent librarians assisted by trained support personnel, adequate in number as the curricular programs and the student population may require. The work assignments of the professional and support staff are commensurate with their qualifications and experience.

II. Financial Support

The graduate school library should have an adequate budget for its operations, staffing and development. The budget should not be less than 5% of the annual operating expenses of the institution. The library should strive to seek additional support in the form of donations, gifts and exchanges, consortia arrangements and special collections made available by outside agencies.

III. Holdings

The library holdings should be adequate in quality and quantity for the changing instructional and research needs of students and faculty. These holdings should exceed the CHED minimum requirements. The holdings must be varied, and kept up-to-date and pertinent to the kind and level of graduate programs offered.

The library collections should be continuously and regularly evaluated against standard bibliographies and updated by the professional staff and faculty to ensure the quality of the collections.

#### IV. Organization and Maintenance of Collection

The library materials should be organized systematically for efficient use as well as for easy inventory. Announcements of new acquisitions should be regularly made. The technical and service functions of the library should form a coordinated efficient system. These include provisions for binding of non-book materials.

To ensure the development of a good library collection, a written statement of selection and acquisition policies must be formulated by the library staff with the assistance of the faculty.

#### V. Library Services

There should be clear indications of frequent, judicious and productive use of the library by the students and faculty. The

following conditions must be present: (1) The library staff gives assistance in the efficient use of library facilities at hours and on days which fit graduate students' schedules; (2) the library provides photocopying facilities; and (3) it has reciprocal arrangements with other libraries on the use of library resources.

#### VI. Physical Facilities

The facilities of the library should be easily accessible to the library clientele. It must be quiet, well-lighted, ventilated and furnished with functional furniture and facilities. There must be sufficient space for the collections, work areas and reading areas.

## SURVEY FORM

### LIBRARY

RATING  
(1 to 5)

#### I. ADMINISTRATION AND STAFFING

- \_\_\_\_\_ 1. The organizational structure of the library is clearly drawn in an organization chart.
- \_\_\_\_\_ 2. The chief librarian directs and supervises the total operations of the library.
- \_\_\_\_\_ 3. The chief librarian is responsible for the preparation, justification and administration of the library budget.
- \_\_\_\_\_ 4. The chief librarian has a master's degree or higher in library science.
- \_\_\_\_\_ 5. The chief librarian has experience in administrative and professional library work.
- \_\_\_\_\_ 6. The chief librarian participates in curricular planning.
- \_\_\_\_\_ 7. There are professional librarians to meet the needs of the graduate school population.
- \_\_\_\_\_ 8. There is an adequate number of clerical and supportive staff.
- \_\_\_\_\_ 9. Professional librarians have faculty or academic status.
- \_\_\_\_\_ 10. Opportunities are provided for the professional growth of the library staff.
- \_\_\_\_\_ 11. Compensation, retirement and other fringe benefits are competitive with those of other academic personnel with comparative qualifications, experience and responsibilities.
- \_\_\_\_\_ 12. A faculty library committee serves as liaison between the library staff and the faculty.

RATING  
(1 to 5)

\_\_\_\_\_ 13. The library maintains written policies and procedural manuals covering internal administration and operational activities.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

## II. FINANCIAL SUPPORT

\_\_\_\_\_ 1. The graduate school is allocated an adequate budget for its operations and development.

\_\_\_\_\_ 2. Funds budgeted for the library resources and services are utilized exclusively for such purposes.

\_\_\_\_\_ 3. Library fees are spent exclusively for the library materials.

\_\_\_\_\_ 4. The accounting system for library funds conforms to the institution's standardized procedures and operations.

\_\_\_\_\_ 5. Where institutional funds are insufficient for the development of the library, other sources of financial assistance are sought over and above the annual library budget, such as endowment, donations, exchanges, gifts and cooperative reciprocal arrangements.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

RATING  
(1 to 5)

III. HOLDINGS

- \_\_\_\_\_ 1. The library holdings exceed the CHED minimum requirements.
- \_\_\_\_\_ 2. The library is balanced in its holdings, instead of an acceptable total which is overstocked in some areas and deficient in others.
- \_\_\_\_\_ 3. The reading materials and references are broad, varied and up-to-date in the different majors and fields of specialization.
- \_\_\_\_\_ 4. The collection of books, periodicals and other library materials is adequate to support the demands of scholarship, research and instruction of both faculty and students.
- \_\_\_\_\_ 5. There is a strong reference collection, for literature search, background readings and information sources.
- \_\_\_\_\_ 6. Audio-visual materials such as maps, posters, pictures, micro-materials, films and filmstrips and other instructional non-print materials are provided and easily accessible through adequate facilities and equipment.
- \_\_\_\_\_ 7. The quality of the collection is maintained through regular checking against standard bibliographies, thus avoiding unnecessary duplication of titles.
- \_\_\_\_\_ 8. The library has regular subscriptions to appropriate periodicals.
- \_\_\_\_\_ 9. It has at least three professional journals for every curricular discipline.
- \_\_\_\_\_ 10. The graduate school library maintains and improves the quality of its library holdings by seriously considering the recommendations of:
- \_\_\_\_\_ a. faculty members and professional library staff.
- \_\_\_\_\_ b. appropriate national professional organizations and learned societies.

RATING  
(1 to 5)

\_\_\_\_\_ c. internationally recognized lists of books and periodicals.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

#### IV. ORGANIZATION AND MAINTENANCE OF COLLECTION

\_\_\_\_\_ 1. The collection is organized according to accepted classification scheme and cataloguing codes.

\_\_\_\_\_ 2. There are written policies of acquisition and utilization of books, periodicals and non-print materials.

\_\_\_\_\_ 3. These policies are efficiently implemented.

\_\_\_\_\_ 4. Audio-visual materials are well-organized and easily accessible to students.

\_\_\_\_\_ 5. Provisions are made for regular updating, general care and upkeep of library materials and bibliographical tools.

\_\_\_\_\_ 6. There is an accessible and adequate research system: updated catalogs, vertical files, readers' guides/indices including bibliography of theses and dissertations done in the Philippines and all the theses and dissertations done by graduates of the school.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

RATING  
(1 to 5)

V. LIBRARY SERVICES

- \_\_\_\_\_ 1. A wide range of services is offered to users.
- \_\_\_\_\_ 2. There is evidence of maximum productive use of the library materials by students.
- \_\_\_\_\_ 3. There is evidence of maximum productive use of the library materials by the faculty.
- \_\_\_\_\_ 4. The library maintains regular and adequate hours of service on class days and non-class days.
- \_\_\_\_\_ 5. Audio-visual materials are effectively used by the faculty.
- \_\_\_\_\_ 6. The library has special features/provisions to facilitate graduate work and ensure maximum access and availability of collections, such as:
- \_\_\_\_\_ a. carrels or areas where graduate students can study undisturbed for hours.
- \_\_\_\_\_ b. steps are taken by the institution to make the library resources available to graduate students.
- \_\_\_\_\_ 7. Regular announcements are made about new acquisitions, library guides, publications and other promotional activities.
- \_\_\_\_\_ 8. Inter-library loan arrangements are provided through consortium agreements and other resource-sharing arrangements.
- \_\_\_\_\_ 9. The system of records management and data retrieval is efficient.
- \_\_\_\_\_ 10. The faculty and administration receive direct feedback on utilization of library holdings.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

RATING  
(1 to 5)

VI. PHYSICAL FACILITIES

- \_\_\_\_\_ 1. The library is easily accessible from any point of activity on campus.
- \_\_\_\_\_ 2. The graduate school has a separate library.
- \_\_\_\_\_ 3. The library conforms with the standards regarding:
- \_\_\_\_\_ a. book shelves
- \_\_\_\_\_ b. space between shelves
- \_\_\_\_\_ c. filing cabinets and other standard library furniture
- \_\_\_\_\_ 4. The library is well-lighted.
- \_\_\_\_\_ 5. The library is properly ventilated.
- \_\_\_\_\_ 6. The library provides an atmosphere conducive to reading and study.
- \_\_\_\_\_ 7. The furniture and facilities are functionally and aesthetically arranged.
- \_\_\_\_\_ 8. Adequate work space is provided for the library staff.
- \_\_\_\_\_ 9. Adequate space and seating arrangements are provided for library users.
- \_\_\_\_\_ 10. The open-shelf system is adopted.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

**Area 6: ADMINISTRATION (Area Weight: 6)**

**BASIS OF EVALUATION**

An educational institution should have an administrative organization which facilitates the attainment of its goals and objectives. Academic and professional qualifications of administrators should normally meet the requirements of the Commission on Higher Education.

I. Administrative Organization

Under the law, an educational institution should be properly incorporated and should have as a governing body a board of trustees, a board of regents, or a board of directors. The board has the responsibility of formulating the general policies of the main institution. The policies should be implemented through an adequate number of regularly constituted and qualified officials. Official documents, preferably published in catalogues, manuals, or similar forms, should contain a detailed description of the main institution and of the graduate school. Organizational charts are desirable.

Formal communication lines should always be open between the administrators of the graduate school and of the main institution, on the one hand, and the faculty and students, on the other. Such lines of communication should also be maintained between the student body and the faculty.

The school should make provisions for the participation of alumni in the affairs of the school.

II. Planning

Sound planning is a characteristic of all excellent institutions. The graduate school should have regular or periodic planning sessions which involve the participation of the faculty and, whenever possible, qualified members of the student body. It is desirable that the graduate school have its own long-range plans as well as realistic budgetary support for such plans from the main institution. Furthermore, the faculty and all administrators of the graduate school must be aware of the plans, which should be available in appropriate documents.

### III. Financial Management

It is essential that the financial affairs of an institution be well-organized and properly managed by qualified and competent personnel. Business functions should be clearly delineated to ensure the attainment of the educational objectives as well as the fiscal integrity of the school.

Financial management includes budgeting, accounting, auditing, requisitions and purchase of supplies, and the preparation of financial reports. Where pertinent, the investment portfolio should be handled by qualified persons or managers properly designated by the administration. Should the graduate school have its own trust fund or investment portfolio, the management of the fund should be clearly delineated as part of the graduate school financial system.

The preparation of the budget should actively involve all sectors concerned in its implementation. There should be a sound salary administration for both academic and non-academic personnel.

The effectiveness of the performance of the business services and their sound financial management in carrying out the educational objectives of the graduate school shall be considered the criteria of excellence.

#### IV. Administration of Records

Administration of records and reports includes: minutes of board of trustees meetings; minutes of faculty meetings; faculty directory; record of faculty training and experience; record of enrolment by class, sex and courses; student directory; recorded data for statistical use; reports of administrative officers; records of scholarships granted. Adequate reports and records are those that are accurate, meaningful, accessible, systematic and up-to-date.

There should be clear policies and procedures to protect the confidentiality of student records. Security arrangements of such records should be adequate.

#### V. Academic and Scholarly Connections

The strength and prestige of an institution of higher learning are often reflected by the membership of the institution in prestigious national and international organizations. For a graduate school, such academic and scholarly connections are especially important. It is desirable to have the school accepted as a member of international learned societies and associations; the same is true of faculty members. Consortium arrangements with

leading or prestigious graduate schools in the area also contribute to the strengthening of the graduate program. Exchange professorships, as well as the presence of foreign visiting professors, if any, add to the reputation of the institution.

In the realm of grants, scholarships and fellowships, it is desirable that the graduate school be an active recipient of grants and fellowships from local or foreign foundations. Such grants usually include professorial and research grants, and contracts with private industry and government.

## SURVEY FORM

### ADMINISTRATION

RATING  
(1 to 5)

#### I. ADMINISTRATIVE ORGANIZATION

- \_\_\_\_\_ 1. The graduate school organization chart is part of the institution's organization chart.
- \_\_\_\_\_ 2. The graduate school has its own detailed organization chart.
- \_\_\_\_\_ 3. The organization chart conforms to sound administrative principles.
- \_\_\_\_\_ 4. The members of the board of trustees of the institution have suitable academic qualifications.
- \_\_\_\_\_ 5. The membership of the board of trustees represents a broad sector, with proven leadership.
- \_\_\_\_\_ 6. The dean/graduate program coordinator is highly qualified in terms of academic preparation, experience, and achievements.
- \_\_\_\_\_ 7. The qualifications of officers below that of dean are satisfactory.
- \_\_\_\_\_ 8. The dean is a full-time officer.
- \_\_\_\_\_ 9. The teaching load of the dean is reasonable in proportion to the size of the graduate school.
- \_\_\_\_\_ 10. There is an open line of communication between the faculty and the administration.
- \_\_\_\_\_ 11. There is an open line of communication between the students and the administration.
- \_\_\_\_\_ 12. There is a system of providing contact between the alumni and the administration.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

RATING  
(1 to 5)

II. PLANNING

- \_\_\_\_\_ 1. The graduate school is included in the institution's long-range plan.
- \_\_\_\_\_ 2. The graduate school has its own long-range (5 yrs. to 10 yrs.) plan.
- \_\_\_\_\_ 3. The long-range plan is realistic.
- \_\_\_\_\_ 4. The long-range plan is actually in operation.
- \_\_\_\_\_ 5. There is budgetary support for the long-range plan.
- \_\_\_\_\_ 6. Planning has the participation of a broad sector (down to the level of the faculty).
- \_\_\_\_\_ 7. Planning is a regular or periodic exercise.
- \_\_\_\_\_ 8. All sectors of the graduate school are aware of the long-range plan.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

III. FINANCIAL MANAGEMENT

- \_\_\_\_\_ 1. The graduate school has a distinct, separate budget.
- \_\_\_\_\_ 2. The dean actively participates in the preparation of the budget.
- \_\_\_\_\_ 3. The faculty actively participates in the preparation of the budget.

RATING  
(1 to 5)

- \_\_\_\_\_ 4. There is a sound salary administration policy for the academic staff.
- \_\_\_\_\_ 5. There is a sound salary administration policy for the non-academic staff.
- \_\_\_\_\_ 6. Officials handling financial matters are qualified.
- \_\_\_\_\_ 7. There is an appropriate accounting and auditing system of the graduate school as part of the general institution.
- \_\_\_\_\_ 8. The graduate school has its own accounting and auditing system.
- \_\_\_\_\_ 9. There is a system of external audit.
- \_\_\_\_\_ 10. The institution's investment portfolio is handled by qualified persons or parties.
- \_\_\_\_\_ Total
- \_\_\_\_\_ Section Mean

Comments:

#### IV. ADMINISTRATION OF RECORDS

- \_\_\_\_\_ 1. Updated records of the graduate school are kept separately in the registrar's office.
- \_\_\_\_\_ 2. Records are systematically filed.
- \_\_\_\_\_ 3. Proper policy and procedures to protect the confidentiality of students' records are followed.
- \_\_\_\_\_ 4. There are appropriate security measures for the safekeeping of records.
- \_\_\_\_\_ 5. There are reasonable procedures for servicing students' requests for academic records.

RATING  
(1 to 5)

\_\_\_\_\_ 6. Pertinent CHED requirements are met.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

V. ACADEMIC AND SCHOLARLY CONNECTIONS

\_\_\_\_\_ 1. The graduate school is a member of national and international learned societies or associations.

\_\_\_\_\_ 2. Administrators and faculty members are members of prestigious local, national and international learned societies.

\_\_\_\_\_ 3. There are consortium arrangements with leading prestigious universities or other graduate schools.

\_\_\_\_\_ 4. There are foreign visiting or exchange professors on the graduate school's staff.

\_\_\_\_\_ 5. The graduate school is affiliated with graduate schools abroad.

\_\_\_\_\_ 6. There are chairs, grants and donations from foundations abroad.

\_\_\_\_\_ 7. There are chairs, grants and donations from local foundations and other sources.

\_\_\_\_\_ 8. The graduate school has research contracts with government or private agencies.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

**Area 7: OTHER RESOURCES (Area Weight: 4)**

**BASIS OF EVALUATION**

Graduate programs draw on the full range of institutional resources--physical facilities, laboratories, equipment, and human resources--to support the institutional research and outreach programs of the graduate school.

I. Human Resources

There should be adequate technical and specialized human resources for the various graduate programs. These personnel should be provided with work space and the necessary facilities to enable them to carry out their responsibilities effectively.

II. Physical Resources

The graduate school should have adequate physical resources to support its various activities. The facilities and equipment are well-maintained and are readily accessible to the various constituents of the graduate school at schedules convenient to them.

III. Laboratories (For graduate schools offering MS programs)

The graduate school should have the laboratories needed for science programs. These laboratories should have the necessary equipment to support the instructional and research needs of graduate students.

## SURVEY FORM

### OTHER RESOURCES

RATING  
(1 to 5)

#### I. HUMAN RESOURCES

- \_\_\_\_\_ 1. The graduate school has consultants who provide expertise in such special areas as statistics and planning and preparation of instructional materials.
- \_\_\_\_\_ 2. The graduate school has a spiritual adviser or its equivalent who can counsel students during difficult periods in their study program.
- \_\_\_\_\_ 3. There is a coordinator for the outreach programs.
- \_\_\_\_\_ 4. Technical personnel maintain the laboratory facilities.
- \_\_\_\_\_ 5. The technical personnel are available in case of emergency or sudden breakdown of equipment.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

#### II. PHYSICAL RESOURCES

- \_\_\_\_\_ 1. There are enough classrooms for graduate classes at scheduled hours.
- \_\_\_\_\_ 2. The classrooms are free from noise.
- \_\_\_\_\_ 3. Rooms are readily available for graduate school activities, such as comprehensive exams, oral examinations, etc.

RATING  
(1 to 5)

\_\_\_\_\_ 4. Faculty members have adequate office space and facilities to meet their instructional and research needs.

\_\_\_\_\_ 5. The institution has the necessary laboratory facilities.

\_\_\_\_\_ 6. The graduate school has a consultation room which provides privacy.

\_\_\_\_\_ 7. Computer services are available.

\_\_\_\_\_ 8. Mimeographing and photocopying facilities are readily available.

\_\_\_\_\_ 9. The institution has printing facilities.

\_\_\_\_\_ Total

\_\_\_\_\_ Section Mean

Comments:

## STATISTICAL SUMMARY

## Area 1: FACULTY

Section	Section Mean	Weight	Product
1. Academic Qualifications	_____ x	9	= _____
2. Professional Performance	_____ x	9	= _____
3. Selection of Faculty Members	_____ x	8	= _____
4. Teaching Assignments	_____ x	7	= _____
5. Rank and Tenure	_____ x	5	= _____
6. Faculty Development	_____ x	5	= _____
7. Salaries and Fringe Benefits	_____ x	7	= _____
8. Faculty Involvement	_____ x	5	= _____
	_____	_____	_____
SUM:	55	_____ / 55	= _____
AREA MEAN		_____	

## STATISTICAL SUMMARY

## Area 2: CURRICULUM AND INSTRUCTION

Section	Section Mean	Weight	Product
1. Program of Studies and Curriculum	_____ x	9	= _____
2. Instructional Materials, Procedures and Techniques	_____ x	9	= _____
3. Evaluation and Grading	_____ x	8	= _____
4. Graduation Requirements	_____ x	6	= _____
5. Administrative Support	_____ x	5	= _____
6. Community Service and Involvement	_____ x	9	= _____
		_____	_____
	SUM	46	_____/46 = _____
	AREA MEAN		_____

## STATISTICAL SUMMARY

## Area 3: RESEARCH

Section	Section Mean	Weight	Product
1. Human Resources	_____ x	9	= _____
2. Orientation	_____ x	9	= _____
3. Activities	_____ x	9	= _____
4. Quality	_____ x	9	= _____
5. Support from the Administration	_____ x	7	= _____
6. Dissemination and Utilization	_____ x	4	= _____
7. Ethics of Research	_____ x	3	= _____
		_____	_____
	SUM	50	_____/50 = _____
	AREA MEAN		_____

## STATISTICAL SUMMARY

## Area 4: STUDENTS

Section	Section Mean	Weight	Product
1. Admission	_____	x 7	= _____
2. Retention	_____	x 9	= _____
3. Student Services	_____	x 4	= _____
		_____	_____
	SUM	20	_____/20 = _____
	AREA MEAN		_____

## STATISTICAL SUMMARY

## Area 5: LIBRARY

Section	Section Mean	Weight	Product
1. Administration and Staffing	_____ x	7	= _____
2. Financial Support	_____ x	7	= _____
3. Holdings	_____ x	9	= _____
4. Organization and Maintenance of Collection	_____ x	5	= _____
5. Library Services	_____ x	8	= _____
6. Physical Facilities	_____ x	5	= _____
		_____	_____
	SUM	41	_____/41 = _____
	AREA MEAN		_____

## STATISTICAL SUMMARY

## Area 6: ADMINISTRATION

Section	Section Mean	Weight	Product
1. Administrative Organization	_____ x	5	= _____
2. Planning	_____ x	9	= _____
3. Financial Management	_____ x	9	= _____
4. Administration of Records	_____ x	4	= _____
5. Academic and Scholarly Connections	_____ x	6	= _____
	_____		_____
	SUM	33	_____/33 = _____
	AREA MEAN		_____

## STATISTICAL SUMMARY

## Area 7: OTHER RESOURCES

Section	Section Mean	Weight	Product
1. Human Resources	_____	x 4	= _____
2. Physical Resources	_____	x 3	= _____
3. Laboratories	_____	x 3	= _____
		_____	_____
	SUM	10	_____/10 = _____
	AREA MEAN		_____

## GRADUATE EDUCATION ACCREDITATION INSTRUMENT

## GENERAL STATISTICAL SUMMARY

	AREAS	AREA MEAN		WEIGHT		PRODUCT
1.	FACULTY	_____	x	9	=	_____
2.	CURRICULUM AND INSTRUCTION	_____	x	9	=	_____
3.	RESEARCH	_____	x	9	=	_____
4.	STUDENTS	_____	x	7	=	_____
5.	LIBRARY	_____	x	6	=	_____
6.	ADMINISTRATION	_____	x	6	=	_____
7.	OTHER RESOURCES	_____	x	4	=	_____
				_____		_____
		SUM		50	_____ / 50 =	_____
		OVERALL MEAN				_____

ADDITIONAL INFORMATION/EXHIBITS

FACULTY

1. Faculty Manual
2. Description of ranking system
3. Copy of the school's salary scale
4. List of faculty members, classification (indicate whether full-time or part-time) and years of teaching experience in the school and total teaching experience
5. Individual faculty information sheets
6. Faculty Journals

INSTRUCTION

1. Latest catalogue
2. Syllabi
3. Sample examination questions
4. Faculty evaluation sheet

RESEARCH

1. Copies of theses/dissertations
2. Titles of publication, publisher, and year of publication