



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

**SURVEY INSTRUMENT
FOR
ACCREDITING GRADUATE SCHOOLS OF
ARTS/SCIENCES & EDUCATION**

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PAASCU**

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Philippine Accrediting Association of Schools, Colleges and Universities

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GRADUATE PROGRAMS IN ARTS/SCIENCES & EDUCATION

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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
_____ Mean

Area 1: FACULTY (Area Weight: 9)

BASIS OF EVALUATION

The quality of academic and professional competence in the graduate school depends to a large extent on its faculty. Through the faculty, the level and intensity of "intellectual ferment" and "perpetual dissatisfaction" of the graduate school with itself is made evident. In order to be effective, a graduate school should have a well-organized faculty working under satisfactory conditions.

I. Academic Qualifications

The educational background of faculty members should be adequate for teaching on the graduate level. For the master's degree program, the faculty should be holders of earned doctor's and/or master's degree with doctoral studies. For the doctoral degree program, the faculty should be holders of earned doctor's degree or its equivalent such as outstanding achievement or unusual competence and scholarship in his field of specialization. The faculty should continue to pursue renewal programs for professional growth.

II. Professional Performance

A competent faculty is one of the indispensable elements of a good graduate school. Such a staff should not be merely a collection of individually competent persons but a cooperative group with common purposes and motivated by common ideals. Faculty members perform their professional duties satisfactorily and are

sensitive to modern educational problems. They plan their work, teach effectively, engage in research and publications, respond to student needs, and participate in professional organizations. There is evidence of appropriate experience in professional practice related to their respective fields.

III. Selection of Faculty Members

The selection of faculty members should be a cooperative process involving the administration, department heads, and other faculty members. Attention should be given to teaching ability, broad and sound scholarship, extensive preparation in their special fields, professional competence, research expertise and communication skills. In addition, consideration should be made of the possible dangers of inbreeding. Before joining the faculty, the faculty member should show evidence of adequate preparation for his particular task. He should be informed of the objectives of the institution and should show willingness to subscribe to them.

IV. Teaching Assignments

The percentage of full-time faculty members should be sufficiently large to insure effective instruction, research, and guidance of students. Faculty members should be given teaching assignments in their fields of specialization. Their teaching load should be reasonable to allow them time to prepare sufficiently for their classes, to evaluate their students and to grow professionally through research and study. There should be an adequate number of staff for the programs offered, the enrollment

and the needs of the students.

V. Rank and Tenure

The graduate school should have definite and clear criteria for ranking, promotion and tenure as described in the faculty handbook. Definite procedures for tenure, probation and termination should be clearly indicated and observed.

VI. Faculty Development

The graduate school must have progressive and professionally alert faculty members as evidenced by their productive scholarship, research outputs and activities, membership and participation in professional and learned organizations and conferences. Thus, the graduate school should have a long-term faculty development program which includes provisions for scholarships, study leaves, research grants, etc.

VII. Salaries and Fringe Benefits

The faculty members are given remuneration commensurate with their professional qualifications and competence. Compensation should be just and competitive with salaries in the community to attract and retain qualified faculty members. There are provisions for salary increments in recognition of efficient performance.

The institution should have an adequate social security system which provides for retirement plans, leaves of absence, sickness benefits, separation pay, special awards and privileges. There are also provisions for rewarding faculty members who are outstanding in research and those who have rendered long, efficient and devoted

service.

VIII. Faculty Involvement

There are evidences of faculty participation in the formulation of goals and objectives, in policy-making, and in the evaluation of curricular and other programs of the graduate school.

There are also evidences of satisfactory relationships existing among faculty members, students, administration, other schools and agencies and the community.

Adequate provisions are made to allow faculty members to undertake research activities in their field of specialization and to disseminate research outputs through publication and other scholarly fora.

In working with graduate students, faculty members are given the necessary administrative support and compensation for thesis or dissertation advisory work.

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:

RATING
(1 to 5)

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.
- _____ 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:

RATING
(1 to 5)

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:

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.

RATING
(1 to 5)

_____ 4. The ratio of full-time faculty members to part-time
faculty is satisfactory.

_____ Total

_____ Section Mean

Comments:

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:

RATING
(1 to 5)

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:

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:

Area 2: CURRICULUM AND INSTRUCTION (Area Weight: 9)

BASIS OF EVALUATION

The curriculum and instruction in the graduate school should be directed towards the specific objectives of the graduate education programs. These specific objectives are within the purview of the institutional objectives.

I. Program of Studies and Curriculum

The program of studies required and implemented by the graduate school should at least meet the requirements of the Commission on Higher Education. It should consist of systematically arranged learning experiences that are interdisciplinary and multidisciplinary in nature.

The program of studies should provide for a plan of education with clear-cut goals for human and national development. The major fields of concentration should be composed of subjects related and allied to one another. They should provide the professional and technical preparation needed by the graduate students.

The syllabi of the various subjects in each program should show in-depth coverage of topics in foundation or general education as well as professional education. The requirements in the different subjects should reflect the efforts toward adequately preparing the graduate students for undertaking research that will contribute to the expansion of knowledge and continuing independent study. They should also stress the development of desirable attitudes and values, social concern and commitment.

The curriculum should be relevant, flexible, innovative and grounded in social realities. Provisions should be made for planned periodic evaluation and revision of the curriculum. Both faculty and students should participate in this activity.

II. Instructional Materials, Procedures and Techniques

The dean undertakes the primary responsibility for effective supervision of instruction. Rules and practices relating to classroom management and effective instruction should be carefully observed. Attendance records of professors should be kept and a system of substitution should be followed to insure continuity of instruction. Teachers keep systematic records of attendance of their students.

Graduate instruction should be conducted with system and order that reflect sufficient preparation of the faculty members for their classes. The faculty members should make extensive use of textbooks and references. The methods used in instruction should guide the students towards self-realization, develop their analytical and critical judgment, encourage independent study, hone business and management skills and strengthen their social awareness. There should be a variety of teaching methods suitable for the graduate level, such as seminars, lectures, discussion groups, workshops and symposia.

Instructional strategies for the graduate school should promote the development of research skills and provide adequate opportunities for maximum exposure to research activities.

Interdisciplinary and multi-disciplinary approaches are used when called for in the various subjects.

III. Evaluation and Grading

In order to evaluate the instructional outcomes, there should be wise and judicious use of various instruments, such as examinations, term papers, research projects, field activities, etc. The methods of determining the final mark should be fair and well-defined.

IV. Graduation Requirements

In maintaining graduate standards, the school should have a system by which students are appropriately assisted to cope with instructional requirements as well as continuously screen the students who should be retained. To do so, the graduate school should have accurate information concerning the academic status of its graduate students. There should be clear-cut, objective criteria and procedures for evaluating student performance in the comprehensive examination and in the thesis/dissertation oral examination. These procedures and criteria meet the prescribed standards of the Commission on Higher Education and of the graduate school.

V. Administrative Support

The administrative concern and support for the quality of instruction is made evident by familiarity with the needs and instructional problems in the graduate school. Supervision of instruction may include such practical measures as: requirement of

syllabi, visits to classes, informal dialogues with faculty and students and evaluation of tests and examinations. Faculty members should be evaluated by administrators, by their peers and by the students. The faculty should be encouraged to join seminars and educational associations, and to experiment, where feasible, with new approaches in teaching.

VI. Community Service and Involvement

A social service orientation should permeate the graduate school atmosphere to create in the students, faculty and total academic community an awareness of social issues, deep concern for the needs of others and a strong desire to commit themselves to community upliftment and social change.

The graduate school's commitment to community service and development should be expressed in programs, projects and activities which are well-planned, organized, implemented and evaluated. These programs, projects and activities should reflect ethical principles and values.

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 institutional goals.
 - _____ c. 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.
- _____ 9. Students participate in the evaluation and revision of the curriculum.

_____ Total

_____ Section Mean

Comments:

RATING
(1 to 5)

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. Laboratories are available for laboratory courses.
- _____ 10. Teaching methods are suited to subject content.
- _____ 11. Varied methods and approaches are used.
- _____ 12. Instructional procedures and techniques in the classroom encourage active faculty and student interaction.
- _____ 13. There is a smooth flow of communication between faculty and students.
- _____ 14. Interdisciplinary and multi-disciplinary approaches are used whenever possible.
- _____ 15. Seminars, fora, symposia and others are utilized.

RATING
(1 to 5)

_____ 16. Methods and strategies contribute to the development of desirable values.

_____ 17. Definite rules and policies for good classroom management are defined and enforced.

_____ Total

_____ Section Mean

Comments:

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 made known to the students.

_____ 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.

RATING
(1 to 5)

_____ e. the ability to analyze and synthesize ideas.

_____ Total

_____ Section Mean

Comments:

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.

_____ 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.

RATING
(1 to 5)

- _____ c. continuous faculty development and evaluation.
- _____ d. periodic tests.
- _____ 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.
- _____ Total
- _____ Section Mean

Comments:

Area 3: RESEARCH

(Area Weight: 9)

BASIS OF EVALUATION

Graduate work is characterized by independent study and research. People engaged in this endeavor constantly seek to advance the frontiers of knowledge by, experimentation, research and publication.

I. Human Resources

In evaluating a graduate school, it is essential to look into the capabilities of the institution to undertake systematic and significant research. Activities in this area should be organized and preferably headed by a research director. Graduate school faculty members in the doctoral program must actively engage in the search for new knowledge as evidenced by ongoing projects and publications in suitable scholarly journals, books, or other appropriate outlets. What are the academic qualifications of the faculty? Do they have adequate professional experience in their respective fields?

Graduate students, on the other hand, should preferably be on a full-time status. At the minimum, there should be a core of full-time students who can give substance to the research thrust of the school. There should be emphasis on independent study, which is basic to scientific inquiry, while at the same time competent faculty members are available to guide and advise students in their work.

II. Orientation

The philosophical orientation of research determines the direction which such effort takes. Do the studies have social relevance? Are they calculated to enrich Philippine culture, whenever possible, or to develop the nation?

III. Activities

Research designs and accompanying statistics courses should be taught vigorously and student performance carefully monitored. Similarly, research methodology as well as quantitative and qualitative methods of investigation should be required courses.

Equally important are the opportunities being offered by the school to both students and faculty to participate in activities that promote an environment conducive to research and critical thinking. It must be established that there are frequent if not regular research seminars, workshops, and lectures on and off campus.

The main gauge of graduate school activity should be the competence of the graduate students as consumers of statistics and as utilizers of statistical techniques for their purposes.

IV. Quality

There is evidence that the quality of research work follow internationally accepted standards and that this is continuously evaluated by competent persons.

V. Support from the Administration

It is important that there is sufficient support from the administration in terms of recognition of research work and provision for funding projects. Clerical assistance should be provided.

VI. Dissemination and Utilization

The survey must also look into the problem of whether the research studies, or at least articles and reports based on the finding of these studies are published by the school in appropriate journals. The dissemination and utilization of research must complement research itself.

VII. Ethics of Research

Graduate schools should strictly observe the ethics of research. It is imperative that measures are taken to ensure integrity in research. Procedures undertaken should follow ethical principles. Documentation standards should be strictly enforced.

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.

RATING
(1 to 5)

_____ 3. Outside agencies/institutions implement applicable
research findings of the graduate school.

_____ Total

_____ Section Mean

Comments:

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:

III. LABORATORIES

- _____ 1. Each graduate student has adequate laboratory space to conduct research. This space is available most of the time so that the graduate student can make daily progress in his/her research.
- _____ 2. The laboratory has the necessary equipment to support the instructional and research needs of graduate students.
- _____ 3. The graduate student actually participates or conducts his/her own research.
- _____ 4. Hoods, goggles, suitable fire extinguishers and other provisions for safety are available.

RATING
(1 to 5)

- _____ 5. There is an effective system for the proper upkeep and maintenance of equipment including chemical instruments.
- _____ 6. All graduate laboratory courses are taught by qualified faculty members.
- _____ 7. The faculty adviser is available for consultation.
- _____ 8. The graduate school has reciprocal consortium arrangements with other universities, industries or agencies whereby specialized equipment are made available for graduate research.
- _____ 9. The laboratory is equipped with instruments in accord with the types of theses that graduate students attempt. Depending on the areas of research, some modern instruments which should be available for the conduct of some basic areas of research are:

9.1 Biology

A. for microbiological studies

- _____ 1. sterilizers
_____ 2. incubators
_____ 3. water baths (with or without mixing tables)
_____ 4. refrigerator
_____ 5. isolation chambers
_____ 6. microscopes
_____ 7. staining unit

B. for botanical and zoological studies

- _____ 1. microtome
_____ 2. tissue processor
_____ 3. microscopes (high light)
_____ 4. electrophoresis unit
_____ chromatography unit
_____ 5. spectrophotometer (uv/visible)
_____ 6. tissue homogenizer
_____ 7. kymograph

RATING
(1 to 5)

C. for ecological studies

1. pH meter
2. salinity/conductivity meter
3. water analyzer kit/titration unit
4. water/sediment samplers
5. plankton nets and cell counters

9.2 Chemistry

A. for organic chemistry/natural products

1. infrared spectrophotometer
2. gas chromatograph

B. for analytical chemistry/inorganic chemistry

1. recording uv-visible spectrophotometer
2. atomic absorption spectrophotometer

9.3 Physics

A. for atomic and molecular physics

1. esr/nmr apparatus
2. multichannel analyzer
3. monochromatic light sources
4. lasers
5. geiger counter

B. for solid state physics

1. crystal grower
2. function generator
3. hall effect apparatus
4. x-y recorder
5. oven/furnace
6. infrared spectrophotometer

9.4 Social Sciences

1. for psychometrics laboratory

- a. Wechsler Adult Intelligence Scale (WAIS)

RATING
(1 to 5)

- _____ b. Wechsler Adult Intelligence Scale (WAIS-R)
- _____ c. Wechsler Intelligence Scale for Children (WISC)
- _____ d. Wechsler Intelligence Scale for Children-Revised (WISC-R)
- _____ e. Wechsler Pre-School and Primary Scale of Intelligence (WPPSI)
- _____ f. Stanford Binet Intelligence Test
- _____ g. Thematic Apperception Test (TAT)
- _____ h. Children Apperception Test-Human Figure (CAT-H)
- _____ i. Senior Adult Apperception Test (SAAT)
- _____ j. Rorschach Test
- _____ k. Bender Motor Gestalt Test
- _____ l. Draw a Person Test
- _____ m. Goodenough-Harris Drawing Test
- _____ n. Incomplete Sentence Test
- _____ o. Minnesota Multiphasic Personality Inventory
- _____ p. Goldstein-Scheerer Tests
- _____ q. Holtzman Inkblot Test
- _____ r. Paper and Pencil Tests covering the different areas:
 - _____ 1) Intelligence
 - _____ 2) Achievement
 - _____ 3) Personality
 - _____ 4) Interest
 - _____ 5) Attitudes
 - _____ 6) Values

RATING
(1 to 5)

2. for counseling and psychotherapy

_____ a. tape recorder and tapes for counseling and therapy
sessions

_____ b. one-way vision screens

_____ 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

STUDENTS

1. Sample records of students
2. Number of graduates for the last three years
3. Admission and retention policies of the graduate school

LIBRARY

1. Library Development Program
2. Library Performance Report
3. Library Budget

ADMINISTRATION

1. Administrative Manual
2. Institution's organization chart
3. Graduate school organization chart
4. Members of the Board of Trustees and their academic qualifications
5. Long-range Plan
6. Audited financial report for the last three years
7. Budget Performance Report
8. Enrolment figures for the last three years