

NURSING

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SECTION I

PURPOSES AND OBJECTIVES

CONTENTS

- A. Statement of Purposes and Objectives of the Institution
- B. Specific Objectives for Nursing
- C. Acceptance by the Faculty
- D. Agreement between Purposes and Objectives and their Implementation

NAME OF COLLEGE: _____

LOCATION: _____

ANALYSIS MADE BY:

EVALUATION MADE BY:

DATE COMPLETED:

EVALUATIVE CRITERIA

SECTION I

PURPOSES AND OBJECTIVES

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

A. Statement of Purposes and Objectives of the Institution

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

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

B. Specific Objectives for Nursing

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

C. Acceptance by the Faculty

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

D. Agreement Between Purposes and Objectives and their Implementation

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

EXPLANATION

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

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

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

Parentheses () are placed to the left of the propositions. If the proposition is verified in the institution or college, place the symbol E; if doubtfully verified, place the symbol S (to some extent only); if not verified, use the symbol M for missing.

A. STATEMENT OF PURPOSES AND OBJECTIVES
OF THE INSTITUTION

ANALYSIS

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

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

changing society.

B. SPECIFIC OBJECTIVES FOR NURSING EDUCATION

ANALYSIS

1. The specific objectives embody generally accepted purposes of professional nursing education such as:
 - () a. the preparation of professional nurses for the staff nurse positions in hospitals, in public health nursing and other health agencies;
 - () b. foundations for graduate studies and leadership responsibilities.
 - () c. adherence to ethico-moral values in nursing practice.
2. They are collegiate in level in that they emphasize:
 - () a. utilization of knowledge from general education in nursing situations;
 - () b. building on the prescribed nursing competencies from the entry to the terminal levels of the nursing education program;
 - () c. logical and analytical thinking;
 - () d. ability to conduct and utilize research in the practice of the profession;
 - () e. development of leadership potentials;
 - () f. ability to communicate effectively;
 - () g. meeting the total needs of the students as a person, a citizen and a future professional nurse.
- () 3. They are in consonance with the requirements of education in the Philippines.
- () 4. They give emphasis to the health needs of Philippine society.
- () 5. They aim at high standards of nursing education to be locally and globally competitive.

C. ACCEPTANCE BY THE FACULTY

ANALYSIS

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

D. AGREEMENT BETWEEN PURPOSES AND OBJECTIVES
AND THEIR IMPLEMENTATION*

ANALYSIS

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

*This division cannot be accomplished until AFTER THE SURVEY OF

THE OTHER AREAS HAS BEEN COMPLETED.

SECTION IA

THE COLLEGE/UNIVERSITY COMMUNITY INVOLVEMENT

CONTENTS

- A. Basic Data on the Community
- B. Relationships with the Community

NAME OF INSTITUTION: _____

LOCATION: _____

COLLEGE(S) UNDER SURVEY:

ANALYSIS MADE BY:

EVALUATION MADE BY:

DATE COMPLETED:

SECTION IA

THE COLLEGE/UNIVERSITY COMMUNITY INVOLVEMENT

EVALUATIVE CRITERIA

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

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

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

A. *Basic Data on the Community*

The College/University should be well-informed about the general characteristics of the community it serves, its needs and resources.

B. Relationships with the Community

The College/University maintains harmonious relationships with the various sectors of the community. Its educational philosophy, programs and services should be made known. It should share its resources with the community.

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

EXPLANATION

ANALYSIS

The analysis consists of provisions, conditions or characteristics found in good colleges. All of them may not be necessary, or even applicable to every college. A college may lack some of the items but have other compensating features. The Analysis portions are intended to provide the factual bases required for a fair evaluation of the different aspects of this section.

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

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

EVALUATION

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

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

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

3 - Good:

the provisions or conditions are moderately extensive and functioning well.

2 - Fair:

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

1 - Poor:

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

M - Missing:

the provisions or conditions are missing but needed.

O - Does not apply:

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

COMMENTS

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

BEST FEATURES

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

RECOMMENDATIONS

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

THE COLLEGE/UNIVERSITY AND THE COMMUNITY*

A. BASIC DATA ON THE COMMUNITY

ANALYSIS

Provide information on the community which the college is serving/intends to serve:

1. General Characteristics of the community
 - a. Geography of the community
 - b. Population size
 - c. Profile of the community
 - d. Others (specify)
2. Community Resources
 - a. Educational agencies
 - b. Civic organizations
 - c. Religious and charitable organizations
 - d. Health resources
 - e. People's organizations
 - f. Others (specify)
3. Community Needs
 - a. Socio-economic needs
 - b. Environmental needs
 - c. Health needs
 - d. Other needs

*"Community" - Identify the community which the college/university is serving/intends to serve primarily.

EVALUATION:

- () On the basis of the analysis for A. Basic Data on the Community, rate the extent of information regarding the community.

COMMENTS

B. RELATIONSHIPS WITH THE COMMUNITY*

ANALYSIS

- () 1. The college establishes and maintains satisfactory relations/linkages with the various sectors of the community.
2. The college's educational philosophy, policies, programs and services are made known to the community:
(check)
- () a. to the public in general
- b. to interested individuals and groups
- () 1) parents and students
- () 2) alumni/alumnae
- () 3) other units and departments within the university
- () 4) other colleges and universities
- () 5) government entities
- () 6) private educational agencies
- () 7) others (specify)
- () _____
- () _____
3. The college provides the entire college community with adequate opportunities and motivation to know the conditions and needs of the outside community through:
(check)
- () a. course requirements
- () b. co-curricular activities
- () c. community surveys
- () d. meeting with public and private community councils

*Mention the community(ies) with which the college has linkage/s and/or outreach activities.

- () e. research studies
- () f. social orientation
- () g. exposures
- () h. others (specify)

4. Whenever possible, the college/university shares its resources with the community: (check)

a. University administrators

- () 1) with government agencies
- () 2) with non-governmental organizations
- () 3) with business/commerce and industry
- () 4) with church groups
- () 5) with the general population
- () 6) with other groups

b. Faculty and Staff

- () 1) with government agencies
- () 2) with non-governmental organizations
- () 3) with business/commerce and industry
- () 4) with church groups
- () 5) with the general population
- () 6) with other groups

c. Students

- () 1) with government agencies
- () 2) with non-governmental organizations
- () 3) with business/commerce and industry
- () 4) with church groups
- () 5) with the general population
- () 6) with other groups

5. From another perspective, please describe the college/university outreach programs, projects and activities:

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

6. Do these programs/projects/activities

- () a. emanate from the people
- () b. empower the community in such a way that it becomes self-reliant
- () c. utilize indigenous resources

- () d. strengthen community sustainability
7. The college/university does the following:
- () a. gives financial aid and other assistance to needy students
 - () b. provides a budget for extension services
 - () c. participates in the work of educational, civic, cultural and religious organizations
 - () d. undertakes its own community service projects
 - () e. involves all sectors of the college community in such services (administration, faculty, students, alumni)
 - () f. networks with other disciplines, government organizations and non-government organizations
 - () g. others _____

- () 8. The college/university recognizes the community as a partner in development rather than as a laboratory.

EVALUATION

- () On the basis of the above analysis, rate the extent of the relationships and linkages with the community and/or outreach activities.

COMMENTS

BEST FEATURES

RECOMMENDATIONS

SECTION II

FACULTY

CONTENTS

- A. Academic Qualifications
- B. Professional Experience
- C. Recruitment and Selection Policies
- D. Ranking, Promotion and Retention Policies
- E. Teaching Assignment
- F. Performance Evaluation
- G. Faculty Development
- H. Faculty Relationships
- I. Salaries and Fringe Benefits

NAME OF INSTITUTION: _____

LOCATION: _____

ANALYSIS MADE BY:

EVALUATION MADE BY:

DATE COMPLETED:

EVALUATIVE CRITERIA

A. Academic Qualifications

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

B. Professional Experience

The staff should have experience in college teaching and in the practice of the profession.**

C. Recruitment and Selection Policies

In the recruitment and selection of individual faculty members the academic requirements of the government are taken into consideration. It is a cooperative process involving the administration, department heads, area chairpersons and other faculty members. Terms of faculty appointment are expressed in writing. Attention should be given to teaching ability, character, personality and health. The faculty members should have personal integrity, broad general scholarship, extensive preparation in their special fields, professional expertise and competence in communication skills. Before acceptance into the staff, each member should produce evidence of adequate preparation for his or her particular task and the possession of such personal traits requisite to teaching and to associating with youth. He or she should be informed of the objectives of the institution and show willingness to subscribe to them.

D. Ranking, Promotion and Retention

A college should have a definite system of ranking, promotion and retention which is clearly described in the Faculty Handbook. Criteria for promotion include teaching ability, publication of scholarly works, special services to the college and/or department, further educational attainment, community involvement, and commitment to the purposes and objectives of the College. Recommendations of the administration, faculty members, and students are considered in the application of the criteria. The system of tenure provides for an adequate probationary period.

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

**A teacher will be considered as satisfying the norm of "experience", if he or she has had three (3) years of satisfactory college teaching in his or her major subject or three (3) years of successful practice in his or her profession before appointment.

A written notice of any change or retention of status is given to faculty members early enough before the end of the probationary period.

Definite procedures for separation/dismissal are clearly stated in the Faculty Handbook and duly observed in the separation/dismissal of faculty members.

E. Teaching Assignments

The percentage of full-time instructors should be sufficiently large to ensure effective instruction and constant guidance of students.*

The members of the faculty should be given teaching assignments in the field of their major areas of specialization.

The teaching load of faculty members should not be so heavy as to prevent sufficient preparation for classes, adequate evaluation of student achievement or professional growth of the teachers themselves.

The number of staff members should be adequate for the educational programs offered, the school's enrollment, and the special needs of the students.

F. Performance Evaluation

There should be regular performance evaluation of faculty members using instruments acceptable to the faculty and following criteria involving teaching competence, research and community involvement.

G. Faculty Development

A college should have a long-term Faculty Development Program which takes into account provisions for personal and professional career planning, scholarships, leaves of absence, research grants, etc.

A college must have professionally alert and progressive faculty members, as evidenced by their membership in professional or learned organizations, productive scholarship, and attendance at regular and special faculty meetings. Individual and school efforts towards the professional growth of staff members should be extensive and effective.

*A full-time faculty member is defined as one who has a regular teaching load of 15-24 units/semester and spends the remainder of the day in research, study, community service or other non-teaching activities to advance the objectives of the college under consideration.

H. Faculty Relationships

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

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

I. Salaries and Fringe Benefits

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

A college must provide some types of recognition to reward faculty members who have rendered long, efficient, and devoted service to the college, by having a system of financial and promotional advancement for the members of the faculty.

The institution should have a social security program which includes risk and hazard pay, retirement plans, separation pay and special awards.

EXPLANATION

PRELIMINARY DATA

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

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

14. Salary in this College (give salary basis, including the length of period - e.g. ten months a year - during which the salary is received)
15. Any other emoluments or benefits received from this College
16. Involvement in civic and community affairs
17. Any other information

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

ANALYSIS

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

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

EVALUATION

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

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

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

3 - Good:

the provisions or conditions are moderately extensive

and functioning well.

2 - Fair:

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

1 - Poor:

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

M - Missing:

the provisions or conditions are missing but needed.

O - Does not apply:

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

COMMENTS

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

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

BEST FEATURES

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

RECOMMENDATIONS

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

A. ACADEMIC QUALIFICATIONS

ANALYSIS

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

1. FACULTY MEMBERS TEACHING GENERAL EDUCATION SUBJECTS IN THE COLLEGE OF NURSING:

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

- A full-time faculty member is defined as one who has a regular teaching load of 15-24 units/semester and spends the remainder of the day in research, study, community service, or other non-teaching activities to advance the objectives of the college under consideration

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

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

2.A FACULTY MEMBERS TEACHING PROFESSIONAL SUBJECTS IN THE COLLEGE OF NURSING:

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

2.B NURSING FACULTY MEMBERS CURRENTLY ENROLLED IN GRADUATE PROGRAMS:

FACULTY ENROLLED IN GRADUATE PROGRAMS	FULL-TIME FACULTY		PART-TIME FACULTY	
	NO.	%	NO.	%
Working towards Doctorate of which they lack only the dissertation				
Towards Doctorate				
Working towards Master's with completed academic requirements and lack only thesis				
Towards Master's (18 units and above)				
Towards Master's (below 18 units)				
TOTAL		100%		100%

EVALUATION

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

COMMENTS

B. PROFESSIONAL EXPERIENCE

ANALYSIS

1. Teaching Experience and Length of Service

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

2. Professional Practice Outside of Teaching

YEARS	PROFESSIONAL PRACTICE	
	FULL-TIME FACULTY	PART-TIME FACULTY
15 and above		
10 - 14		
5 - 9		
1 - 4		
Less than 1		
TOTAL		

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

FULL-TIME FACULTY	SY __ - __	SY __ - __	SY __ - __
Reasons for Faculty Exit:			
1. Retirement			
2. Retrenchment			
3. Non-Renewal, etc.			
4. Overseas Employment			
5. Others (On leave)			
Sub-total			
Reasons for hiring full-time faculty:			
Growth/Expansion			
Replacement			
New Programs			
Others			
Sub-total			
NET GAIN OR LOSS			

EVALUATION

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

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

COMMENTS

C. RECRUITMENT AND SELECTION POLICIES

ANALYSIS

1. Describe the institution's policies on faculty recruitment and selection. (Or indicate where this information can be found.)
2. Faculty recruitment and selection give due consideration to the following:
 - () a. Academic qualifications
 - () b. Passing board examination
 - () c. Professional experience
 - () d. Field of specialization
 - () e. Communication skills
 - () f. Teaching competence
 - () g. Research output
 - () h. Social awareness and concern
 - () i. Personality
 - () j. Values
 - () k. Health
3. The selection process is participated in by:
(check)
 - () a. the President
 - () b. the Dean
 - () c. Department Heads
 - () d. Area Chairpersons
 - () e. Faculty Members
 - () f. Others (specify) _____
4. The process of selection includes: (check)
 - () a. character reference
 - () b. interview
 - () c. demonstration lessons
 - () d. physical examination
 - () e. qualifying examination
 - () f. others (specify) _____
- () 5. The contract clearly specifies the terms of appointment /employment.
6. The final decision on appointment is made by _____.

EVALUATION

- () On the basis of the above analysis for C. Recruitment and Selection Policies, rate the policies and procedures for faculty recruitment and selection.

COMMENTS

D. RANKING, PROMOTION AND RETENTION

ANALYSIS

1. Describe the ranking system used by the college.
(Attach a copy or indicate where this can be found.)
2. Describe the promotion system. (Attach a copy or indicate where this can be found.)
3. Describe the retention system/policy. (Attach a copy or indicate where this can be found.)
4. The criteria for ranking, promotion and retention include the following:
 - () a. Performance evaluation
 - () b. Research and publications
 - () c. Special services to the college and/or department
 - () d. Educational Progress
 - () e. Community involvement
 - () f. Adherence to the college's objectives and policies
 - () g. Involvement in Faculty Development Program
5. The following participate in the determination of ranks, promotions and retentions: (check)
 - () a. Dean
 - () b. Chairperson
 - () c. Coordinator
 - () d. Other Faculty Members
 - () e. others (specify) _____
- () 6. The length of the probationary period is adequate.
7. Describe the procedures for termination of employment.
8. Describe the procedure followed in the dismissal of a faculty member, including due process.

EVALUATION

On the basis of the above analysis for D. Ranking, Promotion and Retention, rate the following:

- () a. Ranking system
- () b. Procedure for promotion and retention

() c. Termination procedure

() d. Dismissal procedure

COMMENTS

E. TEACHING ASSIGNMENT

ANALYSIS

1. Describe the process of determining teaching assignments. (Or indicate where this information can be found.)
2. Give the regular teaching load for full-timers:
_____ units/wk _____ hrs/wk
3. Give the number and % of:
(Please compute the total number of units taught by all Nursing Faculty)

FACULTY	Total Number of Units Taught	Percent
FULL-TIME		
PART-TIME		

FACULTY WITH	Total Number of Units Taught	Percent
Doctorate		
Master's		
Bachelor's		

() 4. The members of the faculty are given teaching assignments based on their areas of specialization.

() 5. Class schedules are conducive to efficient teaching.

6. Encouragement and provision are made for extra class responsibilities:

- () a. committee work
- () b. student consultation
- () c. research
- () d. advisorship
- () e. others (specify) _____

7. What is the student-faculty ratio in:

Lecture Classes	
Science Laboratory	
RLE Level II	
RLE Level III	
RLE Level IV	

EVALUATION

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

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

COMMENTS

F. PERFORMANCE EVALUATION

ANALYSIS

1. Teaching competence can be seen in:

- () a. implementation of course objectives as given in syllabi
- () b. mastery of subject matter
- () c. preparation for classes
- () d. relevance of subject matter to current issues
- () e. use of library resources

- () f. use of multimedia resources
- () g. use of appropriate teaching strategies
- () h. student evaluation
- () 2. Faculty members conduct, publish and utilize research.
- 3. There is adequate support for research and publication through:
 - () a. policies
 - () b. incentives
 - () c. deloading
 - () d. others (specify) _____

EVALUATION

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

- () a. Teaching competence
- () b. Research involvement
- () c. Administrative support for research and publication

COMMENTS

G. FACULTY DEVELOPMENT

ANALYSIS

1. Describe the Faculty Development Program over the last three years.
2. The Faculty Development Program is formulated/implemented by _____.
3. The orientation program includes:
 - () a. the vision-mission statement and philosophy of the school

- () b. the institution's organizational structure
- () c. the overall policies of the institution
- () d. the nursing curriculum and its implementation

4. Faculty Training on the Implementation of the BSN Curriculum:

	No. of Faculty	Percentage
A. General Training		
B. Training for Level II		
Training for Level III		
Training for Level IV		

5. In-service training of faculty members takes the form of:

- () a. seminars
- () b. workshops
- () c. colloquia
- () d. clinical skills training

6. Responsible for the in-service training of faculty are:

- a. _____
- b. _____

- () 7. The institution supports faculty participation in seminars and workshops outside the school.

8. There are grants available to the faculty for:

- () a. scholarships and fellowships
- () b. research
- () c. others

- () 9. The institution encourages membership of faculty in professional organizations.

- () 10. Faculty and committee meetings are well attended.

- () 11. There is an item in the budget for faculty development.

EVALUATION

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

- () a. Orientation program
- () b. In-service training
- () c. Formal study opportunities
- () d. Participation in professional organizations, seminars and meetings
- () e. Administrative support

COMMENTS

H. FACULTY RELATIONSHIPS

ANALYSIS

With Fellow Faculty Members

- () 1. The faculty observe a Code of Ethics.
- () 2. There is a faculty association.
- 3. The faculty association:
 - () a. provides for the personal and professional growth of its members
 - () b. promotes faculty welfare
- () 4. There are interdisciplinary/intercollege faculty discussions.
- () 5. There is good participation in peer faculty evaluation.

With Administration

- 1. The faculty are involved in
 - () a. the formulation/revision of the institution's purposes and objectives
 - () b. policy-making

- () 2. Academic committees include faculty members.
- () 3. Communication lines between administration and faculty are open.
- () 4. The principle of academic freedom to which the institution subscribes is clear to the faculty.
- () 5. There is a provision for a grievance committee.
- () 6. There are opportunities for faculty-administration dialogues.

With Students

- () 1. Faculty members are responsive to students' needs.
- () 2. Faculty members are available for academic advising and consultation.
- () 3. The faculty members participate in co-curricular/extra-curricular activities.
- () 4. Faculty members are open to discussion of grievances expressed by students.
- () 5. Faculty members are accessible to students for consultation sessions.

With the other sectors of the school community

- () 1. Faculty members have healthy relationships with the non-academic personnel.
- () 2. Faculty members participate in school projects and services.

EVALUATION

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

- () a. relationships with fellow faculty members
- () b. relationships with administration
- () c. relationships with students
- () d. relationships with other sectors of the school community

COMMENTS

I. SALARIES AND FRINGE BENEFITS

ANALYSIS

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

PER MONTH	FOR 10 MONTHS	FOR 11 MONTHS	FOR 12 MONTHS
BELOW P 15,000			
15,001-20,000			
20,001-25,000			
25,001-30,000			
30,001-35,000			
35,001-40,000			
40,001-45,000			
45,001-50,000			
50,001 and above			

Note: Where faculty members are freely contributing their services (e.g. religious), the number of such faculty members and the value of their services in pesos should be given in a separate exhibit.

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

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

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

- of the salary scale and summer work deductions.)
4. Describe provisions for leaves (or attach copy as exhibit).
- a. vacation leave
 - b. study leave
 - c. sabbatical
 - d. service leave
 - e. sick leave
 - f. others (specify)
-
-
5. Describe the provisions for retirement and separation. Indicate the amount and terms of retirement/separation benefits.
6. The faculty enjoy the following benefits:
- () a. medical/hospital
 - () b. maternity
 - () c. tuition discounts for children
 - () d. educational benefits
 - () e. others (specify)
7. Recognition for meritorious service is given by means of:
- () a. awards
 - () b. titles
 - () c. others (specify)
8. Attendance at conferences is supported by:
- () a. allowed absences
 - () b. payment of fees
 - () c. others (specify)

EVALUATION

On the basis of the above analysis for I. Salaries and Fringe Benefits, rate the following:

- () a. Salaries
- () b. Fringe benefits

COMMENTS:

BEST FEATURES:

RECOMMENDATIONS:

SECTION III

CURRICULUM AND INSTRUCTION

CONTENTS

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

NAME OF INSTITUTION: _____

LOCATION: _____

ANALYSIS MADE BY:

_____	_____
_____	_____
_____	_____

EVALUATION MADE BY:

_____	_____
_____	_____
_____	_____

DATE COMPLETED:

EVALUATIVE CRITERIA

A. Program of Studies

The program of studies required and implemented by the college should meet prescribed standards. It should work towards the specific objectives of the institution and of the courses concerned. The program of studies should provide for a curriculum with clear-cut goals for human and national development and for practical experience directly related to the professional roles for which the students are being prepared. Provision should be made for a planned periodic reassessment of the curriculum in which both faculty and students should be involved.

B. Instructional Procedures

The methods used in imparting instruction are employed with a view to guiding the student's self-realization through the development of his or her analytical and critical judgment and the stimulation of his or her social awareness. They are adapted to subject matter, situational needs and individual differences, and are conducted on a collegiate level. A variety of instructional procedures is normally to be expected, such as lectures, team-teaching, group techniques, etc. The college should make judicious use of a number of teaching devices, such as audio-visual aids, modern information technology, etc.

C. Classroom Management

The rules and practices relating to classroom management should be conducive to effective instruction. Measures should be taken to ensure the punctual attendance of faculty members in their scheduled classes. Student absences should not exceed the number specified by the institution. Record management should be maintained.

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

Proper discipline should be maintained. The classroom atmosphere should be conducive to learning.

*Class sizes will be considered satisfactory if they remain within the following limits:
for ordinary lecture courses involving recitation - 45 students
for language courses - 40 students
for science courses - 25 students per laboratory assistant
for purely lecture classes - depending on proper physical facilities

D. Related Learning Experience

The Related Learning Experience (RLE) is the practicum component of the BSN curriculum which is community-oriented and competency-based. It includes all activities undertaken to complement classroom instruction which will develop the student's professional competencies. There must be close correlation between theory and nursing practice.

To insure that the RLE component is carried out effectively, the RLE faculty are expected to plan, organize, implement and evaluate selected learning experiences that enhance meaningful learning in and out of the classroom. Such learning experiences should provide continuity in sequence, integrating principles, concepts, skills and values previously learned in the classroom and other areas.

E. Academic Performance of Students

Students' response to instruction should be evaluated according to procedures which ensure a just appraisal of student performance. Individual differences (the exceptional, the slow but persevering student) should be considered. Graphs should be drawn up showing percentages of promotions and failures.

F. Supervision for Effective Instruction

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

G. Instructional Administration

This area covers such matters as: coordination of curriculum offerings; their development and management; the adoption of the proper textbooks; the organization of the faculty into departments, or the like, to promote effectiveness of instruction.

The adequacy of the curriculum offerings, their development and management, and effective instructional supervision shall be the criteria of excellence.

H. Co-curricular Activities

Co-curricular activities should be given a proportionate role in the overall academic program. A well-rounded student personality should result from participation in such a program.

I. Academic Counseling

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

EXPLANATION

ANALYSIS

The Analysis indicates the provisions, conditions or characteristics found in good colleges. Not all of them, however, may specifically be necessary, or even applicable in every college. While a college may lack some of the items listed under Analysis, it may have other compensating features. The Analysis portions of this section are intended to provide the factual bases required for a fair evaluation of the different aspects of the school's instructional program.

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

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

EVALUATION

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

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

- a. the provisions or conditions are extensive and are functioning well, or

- b. the provisions or conditions are moderately extensive but are functioning excellently.

3 - Good:

the provisions or conditions are moderately extensive and functioning well.

2 - Fair:

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

1 - Poor:

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

M - Missing:

the provisions or conditions are missing but needed.

O - Does not apply:

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

COMMENTS

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

BEST FEATURES

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

RECOMMENDATIONS

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

PRELIMINARY DATA:

1. Please provide a copy of the College Catalogue.
2. Give the summary of the enrollment by class and by levels for the current and previous two school years.

A. PROGRAM OF STUDIES

ANALYSIS

- () 1. Provide a copy of the curriculum.
2. The program requirements:
 - () a. provide an adequate program of education for human and national development.
 - () b. implement the specific objectives of the institution.
 - () c. provide a sound basis of general education in preparation for the Nursing Program.
 - () d. provide for interdepartmental relationships on the curriculum level.
 - () e. ensure that the subjects correspond to the descriptions as given in the bulletin of the institution.
 - () f. require a sequence of subjects that is logical and realistic.
 - () g. ensure that the required prerequisites are included in the program of studies.
 - () h. provide adequately for related learning experiences.
 - () i. promote the fulfillment of the specific objectives of the course through a suitable system of electives.
 - () j. provide for a periodic reassessment of the program of studies.
 - () k. involve the faculty and alumni in the formulation and re-evaluation of the program of studies.

- () 1. involve the students in the re-evaluation of the program of studies.
- () m. involve other stakeholders in the re-evaluation of the curriculum.

EVALUATION

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

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

COMMENTS

B. INSTRUCTIONAL PROCEDURES

ANALYSIS

- 1. There is evidence that student self-realization is promoted by encouraging:
 - () a. analytical and critical judgment
 - () b. the attitude and techniques of investigation
 - () c. awareness of institutional values
 - () d. socio-cultural awareness and other values
- 2. The instructional processes used are:
 - () a. adapted to the subject matter
 - () b. adapted to the student's capacity
 - () c. adapted to situational needs

- () d. suited to college-level instruction
 - () e. coordinated with library work
 - () f. conducive to independent study
 - () g. related to real life situations and practice
 - () h. reflective of the nurse's advocacy role
3. The teachers make judicious use of:
- () a. textbooks
 - () b. supplementary materials
 - () c. simulated learning
 - () d. student research projects and written reports
 - () e. field trips
 - () f. convocations or assemblies
 - () g. community activities
 - () h. audio-visual aids
 - () i. team teaching
 - () j. group techniques
 - () k. programmed instruction/modules
 - () l. information technology
 - () m. teleconferencing
- () 4. Evaluation of student competencies is done through the use of various techniques.

EVALUATION

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

- () a. Effectiveness of teaching methods
- () b. Use of teaching devices and educational media
- () c. Evaluation of student competencies

COMMENTS

C. CLASSROOM MANAGEMENT

ANALYSIS

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

- () 5. The college enforces its rules concerning class attendance and the orderly conduct of class activities.
- () 6. The maximum size for recitation classes and professional courses is 45 students.
- () 7. The maximum size for language courses is 40 students.
- () 8. In science laboratory work, there is one laboratory assistant for every 25 students.

CLASS SIZE

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

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

- () 11. There is evidence of wide/active student participation.

EVALUATION

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

- () a. Class attendance of students and faculty
() b. Class size
() c. Academic atmosphere

COMMENTS

D. RELATED LEARNING EXPERIENCE

ANALYSIS

1. There is evidence of bedside teaching which reflects the following:
- () a. correlation between theory and practice
() b. caring behavior of the student
- () 2. The faculty has a planned clinical focus in accordance with the specific objectives.
- () 3. The faculty provides guidance and proper supervision of individual students' learning experience.
- () 4. There is evidence of collaboration among members of the health team.
- () 5. There is evidence that learning resources are adequate.
- () 6. There is written agreement between the College and the hospital/health agency/ies used for related learning experiences.
- () 7. The ratio of instructor to students in the RLE is satisfactory. The ratio is considered satisfactory if it meets, at least, the following CHED standards:
- 1:8 - 10 Level II
1:10 - 13 Level III
1:12 - 15 Level IV

EVALUATION

On the basis of the above analysis for D. Related Learning Experience, rate the following:

- () a. Planning of programs
- () b. Guidance and supervision
- () c. Faculty-student ratio

COMMENTS

E. ACADEMIC PERFORMANCE OF STUDENTS

ANALYSIS

1. A variety of quality evaluation techniques are used, namely:
 - () a. recitations
 - () b. written exams
 - () c. practical exams
 - () d. performance evaluations
 - () e. others
- () 2. Instructors personally rate examinations and other requirements submitted by students.
- () 3. The method of arriving at the final mark is well-defined and known to students.
- () 4. Final marks are a fair appraisal of the students' performance throughout the entire nursing program.
- () 5. Final marks on the grading sheets can be changed only by the instructor concerned, following standard procedures.
- () 6. Students are informed at the beginning of the course of the basis for rating their performance and grades are given periodically.
7. Describe the school's own admission and retention policies. (Or indicate where this information can be found.)

- () 8. The system of evaluation screens out students whose performance does not meet the requirements.
- () 9. Recognition and encouragement are given to exceptional students by:
 - () a. awarding of honors at stated intervals
 - () b. freedom from certain requirements
 - () c. inclusion in the Dean's list
 - () d. assignment to honor sections
 - () e. tuition fee discounts
 - () f. _____
- 10. Assistance is given to slow, but persevering students by:
 - () a. reduction of academic load and extension of the time limit for the fulfillment of degree requirements
 - () b. recommending a change of course
 - () c. provision for academic counseling
 - () d. tutoring/mentoring
 - () e. _____
- 11. Indicate the performance of the graduates in government licensure examinations in the last five years, where this applies.

GOVERNMENT LICENSURE EXAMINATIONS

Date of Board Examination	Number of Takers	Number of Passers	School's Passing Percentage	National Passing Rate

EVALUATION

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

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

COMMENTS

F. SUPERVISION FOR EFFECTIVE INSTRUCTION

ANALYSIS

1. In the light of the objectives of this institution, effective instruction is ensured by:
 - () a. requiring a syllabus for each subject to be submitted to the Dean and/or Department Chairperson
 - () b. submission of semestral examination questions to the Dean or Department Chairperson
 - () c. requiring periodic examinations
 - () d. undertaking a study correlating entrance examination results and scholastic achievement
 - () e. supervisory class visitations
 - () f. periodic departmental meetings
 - () g. periodic evaluation of instruction
- () 2. There is a system of substitution or special arrangements in cases of instructors' absences
3. Effective instruction is promoted by encouraging the faculty to participate actively in:
 - () a. seminars, discussion groups and colloquia
 - () b. benchmarking activities for best practices
 - () c. the proper use and preparation of audio-visual instructional aids

- () d. development of worksheets or modules
- () 4. Dialogues among the administration, faculty and students are encouraged.
- 5. Performance appraisal is conducted by:
 - () a. administrative heads
 - () b. peers
 - () c. students
 - () d. self
 - () e. other stakeholders
- 6. A feedback mechanism is provided to make faculty aware of strengths and weaknesses.
- () 7. The Administration provides adequate support for effective instruction.

EVALUATION

On the basis of the above analysis for F. Supervision for Effective Instruction, rate the following:

- () a. Procedures to ensure effective instruction
- () b. Effectiveness of academic supervision

COMMENTS

G. INSTRUCTIONAL ADMINISTRATION

ANALYSIS

- () 1. In each area of major concentration, the courses are arranged in logical sequence. There is no omission or overlapping in content. Moreover, each subject contributes effectively to the development of the objectives in the area of concentration. (Append outline showing the arrangement of courses)
- () 2. A well-designed rotation plan for the RLE must be in harmony with the theoretical component of the program.
- () 3. The academic administrator exercises sound judgment in the development and management of the curriculum.
- () 4. The academic administrator exercises supervision over the selection of textbooks and other instructional aids in use.

- () 5. Instructors submit a syllabus for each subject to the academic administrator or department chairperson for approval. This is updated periodically.
- () 6. Inter-level coordination contributes to the effectiveness of instruction.
- () 7. There is evidence of sustained interest in curriculum development on the part of both faculty and administration.
- () 8. Deans and department chairpersons (or their equivalent) participate in the development of the budget for their area of instruction.
- () 9. There is close collaboration with the college and base hospital and other affiliated institutions.

EVALUATION

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

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

COMMENTS

H. CO-CURRICULAR ACTIVITIES

ANALYSIS

- () 1. Co-curricular activities are given a proportionate role in the overall academic program.
- () 2. The school has a uniform policy regarding academic qualifications for participation in co-curricular activities.
- () 3. Academic requirements are not relaxed in favor of participation in co-curricular activities.
- () 4. Instructional schedules are not unduly interrupted by

- co-curricular functions.
- () 5. Indirect teaching is encouraged through symposia, lectures, exhibits, concerts, visual arts, and the overall atmosphere of the college.
 - () 6. Students are involved in the formulation of the co-curricular program.
 - () 7. Recognition is given to excellence in co-curricular activities.

EVALUATION

On the basis of the above analysis for G. Co-curricular Activities, rate the following:

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

COMMENTS

I. ACADEMIC COUNSELING

ANALYSIS

- () 1. Students are oriented on the availability of academic guidance and counseling services.
- 2. Students have ready access to academic counseling:
 - () a. at scheduled consultation hours
 - () b. by appointment outside the scheduled consultation hours
- () 3. Students avail of the opportunity for academic counseling.
- () 4. Persons in charge of academic counseling (deans, chairpersons, class advisers, instructors, counselors) are available to students for consultation.
- () 5. There is coordination among administration, faculty, and

guidance personnel.

- () 6. Students of exceptional ability are guided to the maximum development of their potentials.
- () 7. Remedial assistance for slow learners is made available.
- () 8. Upperclassmen assist in counseling freshmen.

EVALUATION

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

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

COMMENTS

BEST FEATURES

RECOMMENDATIONS

SECTION IV

LIBRARY

COLLECTIONS	Number of Titles
I. Foundation Courses Specific to Nursing	
1. Anatomy and Physiology	_____
2. Microbiology	_____
3. Pathophysiology	_____
4. Pharmacology and Therapeutics	_____
II. Professional and Related Nursing Courses	
A. General Nursing	
1. Nursing Theories	_____
2. History and Social Foundations of Nursing	_____
3. Fundamentals of Nursing	
3.1 Nursing Techniques and Procedures	_____
3.2 Dosage and Solutions	_____
4. Nursing Ethics and Morals	_____
5. Nursing Laws and Jurisprudence	_____
6. Professional Adjustments	_____
7. Research in Nursing	_____
8. Leadership and Management in Nursing	_____
9. Nursing Education	_____
B. Nursing Specialties	
1. Medical-Surgical Nursing	_____
2. Maternal and Child Nursing	_____

3. Psychiatric Nursing _____
4. Public Health and Community Nursing
4.1 Epidemiology and Vital Statistics _____
4.2 Transcultural Nursing _____
4.3 Health Education _____
5. Oncological Nursing _____
6. Geriatric Nursing
6.1 Pastoral Care _____
7. Disaster and Emergency Nursing _____
8. Intensive Care Nursing _____
9. Communicable Disease Nursing _____
10. Operating Room Nursing _____
11. Pharmacologic Nursing
11.1 Alternative Medicine _____

SECTION V

LABORATORIES

CONTENTS

- A. Rooms
- B. Equipment and Supplies
- C. Maintenance and Improvement
- D. Nursing Arts Laboratory
- E. Laboratories for Related Learning Experience

NAME OF INSTITUTION: _____

LOCATION: _____

ANALYSIS MADE BY:

_____	_____
_____	_____
_____	_____

EVALUATION MADE BY:

_____	_____
_____	_____
_____	_____

DATE COMPLETED:

EVALUATIVE CRITERIA

SECTION V

LABORATORIES

Criteria

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

A. Rooms

Science rooms should be spacious, well-ventilated, well-lighted and safe. Furniture arrangement should not obstruct traffic and facilities should be readily available when needed.

Science lecture rooms should have adequate space and provisions for appropriate demonstrations and exhibits.

Since the laboratory is a potential source of accidents and fires due to certain equipment and heat sources, a periodic safety check is needed. Safety checks include removal of possible causes of accidents and provisions for fire-fighting equipment. First-aid facilities should be ready for immediate use.

There should be special laboratories adequately equipped to meet the needs of the science courses for which they are intended. Particular needs for courses in Biology, Zoology, Botany, Chemistry, Physics and Computer should be met.

B. Equipment and Supplies

There should be adequate equipment and supplies for each of the laboratory courses offered by the college to allow students to work in small groups. The apparatus, tools and materials should conform at least to the minimum requirements of the Commission on Higher Education and to such other standards as may be set to achieve the specific objectives of the college and of the science courses offered.

C. Maintenance and Improvement

The college should not only continually maintain its science laboratory facilities and equipment in good condition; it should also manifest its alertness to educational progress in scientific fields by the improvement and expansion of its facilities and by the acquisition of up-to-date laboratory equipment, apparatus and supplies.

Laboratory assistants or technicians are indispensable members of the laboratory staff; they relieve the classroom professor from routine maintenance and record-keeping duties.

D. Nursing Arts Laboratory

The Nursing Arts Laboratory has all the requirements needed to introduce students to the practice of nursing.

E. Laboratories for Related Learning Experience

Special consideration should be given to the laboratories for Related Learning Experience. These include the hospital/s and the community and other health agencies which offer opportunities for students to acquire basic competencies in nursing.

EXPLANATION

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

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

ANALYSIS

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

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

Space is provided at the end of the Analysis portion for indicating additional items which contribute to a fuller description of the laboratories.

EVALUATION

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

5 - Excellent:

the provisions or conditions are extensive and are functioning excellently.

4 - Very Good:

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

3 - Good:

the provisions or conditions are moderately extensive and are functioning well.

2 - Fair:

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

1 - Poor:

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

M - Missing:

the provisions or conditions are missing but needed.

O - Does not apply:

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

COMMENTS

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

BEST FEATURES

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

RECOMMENDATIONS

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

A. ROOMS

ANALYSIS

Science Lecture Rooms

1. At least one lecture room is adequately equipped for demonstration and audio-visual purposes.
 - () a. A demonstration table equipped with sink, water, electrical and gas outlets is provided.
 - () b. Demonstration areas are visible to all members of the class.
 - () c. The room can be darkened for audio-visual purposes, while maintaining proper ventilation.

Laboratory Rooms in General

1. Laboratories, adequate in size for the student enrollment are provided as follows:
 - () a. For the general AB and BS courses, laboratories for Physics, Chemistry and the biological sciences
 - () b. For the AB and BS courses, majoring in either Physics, Chemistry or the biological sciences, laboratories for the respective fields of concentration
- () 2. Separate storage space, conveniently located, is provided for chemicals and for laboratory equipment and supplies
- () 3. Separate storage space, under lock and key, is provided for inflammable and toxic chemicals as a preventive measure against their misuse
4. The laboratories:
 - () a. are properly lighted
 - () b. are well-ventilated
 - () c. have two or more exits
5. Furniture arrangement allows:
 - () a. traffic to flow smoothly as students enter or leave

- () b. students to work freely without interfering with one another
- c. the instructor:
 - () 1) to observe all students
 - () 2) to move easily and quickly to any student station
 - () 3) to help any individual or group of students without disturbing other students
- () d. the table heights to be adjusted to average student height
- () 6. Gas, water and electricity are readily available in rooms and places where their use would normally be demanded.

Specific Requirements:

Laboratory Rooms for Biology and Related Subjects

- () 1. Furniture is placed such that microscopes can receive light from the windows, unless microscope lamps are used.
- () 2. Rooms have at least two sinks (these may be at the sides), each with two faucets.
- () 3. There are gas and electrical outlets.
- () 4. There is space for pots, aquariums and life cultures where there is natural light.
- () 5. There is available garden space for procuring specimens and performing experiments.
- () 6. Microscopes, slides, charts etc. are stored apart from chemicals.
- () 7. There are glass cabinets to display specimens.
- () 8. There are shelves for materials needed for ready reference.

Laboratory Rooms for Chemistry

- () 1. Each laboratory table is provided with water and gas outlets per work area.

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

Laboratory Rooms for Physics

- () 1. Work tables are sturdy, with table tops having overhangs for clamps.
- () 2. There are water sinks for student use.
- () 3. Each table has electrical outlets with voltages clearly indicated.
- () 4. There is provision for gas outlets.
- () 5. The laboratory room has a demonstration table fitted with gas and electrical outlets and a sink.
- () 6. The laboratory room may be darkened by shades or drapes for experiments.
- () 7. Fans (or air-conditioning units) are available when the room is darkened.

Safety

- () 1. Floors are nonskid or at least not slippery.
- () 2. There is sufficient ventilation to clear laboratory rooms of gases.
- () 3. Each room has a master shut-off electrical switch and master shut-off valve for gas.

- () 4. A fire extinguisher (shower heads, sand buckets, etc.) is placed near the door so that students can avail themselves quickly of this equipment. (A rubber hose, permanently attached to a faucet is useful specially for eye and face wash.)
- () 5. Students, faculty and personnel are instructed in the use of the fire extinguisher.
- () 6. The building and laboratories have sufficient water supply during the day.
- () 7. There is a provision for specific warning signs in laboratories where chemical, electrical or radiation experiments are performed or where machinery with moving parts is used along with the color coding of gas, steam, air and vacuum lines where appropriate.
- () 8. There is an annual training program in laboratory safety for students, faculty and staff using, or working in, laboratories and shops.
- () 9. A first-aid kit, charts and neutralizing solution are accessible in each laboratory room. Instructors and lab assistants have knowledge of their use and specifically of the treatment of:
 - () a. burns from heat.
 - () b. cuts and bleeding.
 - () c. burns from corrosive materials.
- () 10. Experiments involving noxious gases are done using fume hoods.
- () 11. There is general good housekeeping so that the rooms have a clean and orderly appearance. Students' tables are orderly and waste material is disposed of immediately after the experiment. Students have their apparatus neatly arranged on their tables or stored properly. There is daily janitorial service.
- () 12. Electrical connections for experiments are first checked before connecting power supply.
- () 13. Radioactive materials are clearly marked RADIOACTIVE and have proper shielding, if dangerous. They are kept in a locked container.
- () 14. Plastic goggles are used by students in Chemistry when they observe potentially explosive, hot, caustic or molten material during experiments.

- () 15. Chemistry students use protective aprons or laboratory coats.
- () 16. Stockrooms for chemical supplies are provided with fire safety devices.
- () 17. X-rays, radioactive substances, laser light, ultra-violet light, etc. are handled only by properly trained personnel.

EVALUATION

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

- () a. Science lecture rooms
- () b. Laboratories in general
- () c. Biology laboratories
- () d. Chemistry laboratories
- () e. Physics laboratories
- () f. Safety provisions in the laboratories

COMMENTS

B. EQUIPMENT AND SUPPLIES

ANALYSIS

Note: Append to this form (1) a list of the fields of concentration offered by the institution (2) the latest list, by titles, of the experiments required in the courses for which the institution provides laboratories, and (3) the latest inventory of the equipment and supplies of each laboratory, e.g. Physics, Chemistry, Biological Sciences. (Or indicate where such lists may be found.)

- () 1. Apparatus, tools, and materials conform to the requirements of the experiments listed in (2) of the Note given above.
- () 2. Equipment and experiments performed exceed the usual requirements of the courses given.
- () 3. There is equipment for use in classroom demonstrations.
- () 4. There is evidence of improvised equipment and visual aids for demonstrating the basic principles of the course given.
- () 5. The equipment, apparatus, and supplies used are up-to-date and adequate for small groups of 2-5 students.

EVALUATION

- () On the basis of the above analysis for B. Equipment and Supplies, rate the adequacy of equipment and supplies.

COMMENTS

C. MAINTENANCE AND IMPROVEMENT

ANALYSIS

- () 1. The general appearance of the laboratories is neat and orderly.
- () 2. Equipment, apparatus and supplies are systematically stored in appropriate shelves, cabinets, etc.
- () 3. Materials not easily identified are properly labeled.
- () 4. Equipment is maintained according to technically correct procedures.
- () 5. The inventory is systematic and periodically updated.
- () 6. There is an efficient system of requisition.
- () 7. The laboratories are maintained in good condition.
- () 8. The laboratories have either "shops" or some system of repair or manufacture of equipment or apparatus.
- () 9. There is evidence of annual periodic accession of new equipment beyond minimum requirements.
- () 10. The laboratory fees charged are adequate.
(Append schedule of fees together with the percentage of income from fees used (a) for replacement of supplies and (b) for improvement of apparatus.)
- () 11. There is an adequate number of capable laboratory technicians or assistants.

EVALUATION

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

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

COMMENTS

D. NURSING ARTS LABORATORY

ANALYSIS

The Nursing Arts Laboratory has all the requirements needed to introduce students to the practice of Nursing.

Provision is made for: (Please check)

- () 1. lecture demonstrations and nursing practice
- () 2. equipment, fixtures and supplies which are similar to those in hospitals
- () 3. standard classroom equipment
- () 4. a standard hospital patient unit
- () 5. teaching mannequins
- () 6. adequate supplies, equipment, linen and trays for performance of nursing procedures
- () 7. manual for standard nursing procedures
- () 8. storage for supplies, trays and equipment
- () 9. water and disposal facilities
- () 10. adequate lighting and ventilation

EVALUATION

On the basis of the above analysis for D. Nursing Arts Laboratory, rate the following:

- a. adequacy of
 - () 1. equipment and fixtures
 - () 2. space
 - () 3. supplies in proportion to students
- () b. utilization of laboratories

COMMENTS

E. LABORATORIES FOR RELATED LEARNING EXPERIENCE

ANALYSIS

I. Hospital

- () 1. The hospital utilized for RLE provides a) promotive b) diagnostic, c) preventive, d) curative and e) rehabilitative programs.
- () 2. The patients and families involved in the students' learning experience satisfy the quality, number and variety needed for the purposes of the program.
- () 3. Qualified service role models are provided.
- () 4. The service role models are adequately involved in research, orientation, participation and/or investigations.
- 5. Areas selected for hospital practice:
 - () a. are adequately staffed as to number, quality and stability to ensure safe and continuous service
 - () b. are competently supervised
 - () c. comply with established standards of nursing care
- () 6. There are satisfactory facilities for nursing conferences, ward classes, information dissemination and other communication needs. Library, dining, canteen services, and proper dressing rooms are also provided.
- () 7. There is evidence of open communication between the nursing staff and the faculty of the corresponding instructional unit.
- () 8. Appropriate linkages with related extra-mural agencies, both governmental and non-governmental are initiated, maintained and mutually respected to facilitate the provision of comprehensive, health care services.

II. Community and Other Health Agencies

- () 1. There are sufficient qualified service role models in the community.

- () 2. Students are generally exposed to community health services with emphasis on primary health care.
- () 3. Cooperation and positive participation of the community on health development are evident.
- () 4. There is a multi-disciplinary approach to community health.
- () 5. Research orientation, participation and/or investigations are undertaken by the service role models.
- () 6. Adequate supplies and functioning equipment are for the safe delivery of basic health services.
- () 7. Enough space and furniture facilities are provided for the safe delivery of basic health services.
 - () a. Conference Room
 - () b. Living and working quarters
 - () c. Comfort rooms
 - () d. Others
- () 8. The agency building itself and its environment provide examples or models of health and sanitation maintenance.

EVALUATION

On the basis of the above analysis for E. Laboratories for Related Learning Experience, rate the following:

- a. Adequacy of
 - () 1. equipment and fixtures
 - () 2. supplies
 - () 3. space
- () b. Relevance of learning opportunities in acquiring basic competencies in nursing.

COMMENTS

BEST FEATURES

RECOMMENDATIONS

FACULTY

QUESTIONNAIRE FOR INDIVIDUAL FACULTY MEMBERS

(To be submitted to the survey evaluation team handling the area of faculty).

NAME _____ DEPARTMENT _____

RANK _____ SCHOOL _____

A. ACADEMIC AND PROFESSIONAL PREPARATION

Degrees	Educational Institution	Field of Specialization	Date

Special Training

B. PROFESSIONAL EXPERIENCE

1. Teaching Experience

Designation	Institution	Dates	No. of Years

GENERAL STATISTICAL SUMMARY

SECTION	TITLE OF SECTION	AVERAGE	WEIGHT VALUE	PRODUCT
I - A	College/University Community Involvement		4	
II	Faculty		6	
III	Curriculum and Instruction		6	
IV	Library		4	
V	Laboratories		5	
VI	Physical Plant		2	
VII	Student Services		4	
VIII	Administration		3	
TOTAL			34	
GENERAL AVERAGE				

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

= Common Areas

STATISTICAL SUMMARY

SECTION II - FACULTY

DIV	TITLE OF DIVISION	EVALUATION					AVERAGE	WEIGHT VALUE	PRODUCT
A	Academic Qualifications	a					4		
B	Professional Experience	a	b	c			4		
C	Recruitment and Selection Policies	a					2		
D	Ranking, Promotion and Retention	a	b	c	d		2		
E	Teaching Assignment	a	b	c			2		
F	Performance Evaluation	a	b	c			1		
G	Faculty Development	a	b	c	d	e	3		
H	Faculty Relationships	a	b	c	d		1		
I	Salaries and Fringe Benefits	a	b				2		
TOTAL							21		
AREA AVERAGE									

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

STATISTICAL SUMMARY

SECTION III - CURRICULUM AND INSTRUCTION

DIV	TITLE OF DIVISION	EVALUATION					AVERAGE	WEIGHT VALUE	PRODUCT
		a	b	c	d	e			
A	Program of Studies	a	b	c	d	e		2	
B	Instructional Procedures	a	b	c				2	
C	Classroom Management	a	b	c				1	
D	Related Learning Experience	a	b	c				2	
E	Academic Performance of Students	a	b	c				2	
F	Supervision for Effective Instruction	a	b					2	
G	Instructional Administration	a	b	c	d			2	
H	Co-curricular Activities	a	b					1	
I	Academic Counseling	a	b					1	
							TOTAL	15	
							AREA AVERAGE		

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

STATISTICAL SUMMARY

SECTION V - LABORATORIES

DIV	TITLE OF DIVISION	EVALUATION						AVERAGE	WEIGHT VALUE	PRODUCT
A	Rooms	a	b	c	d	e	f		2	
B	Equipment and Supplies	a							3	
C	Maintenance and Improvement	a	b	c					2	
D	Nursing Arts Laboratory	a1	a2	a3	b				2	
E	Laboratories for Related Learning Experience	a1	a2	a3	b				2	
TOTAL									11	
AREA AVERAGE										

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

STATISTICAL SUMMARY

SECTION I - A COLLEGE / UNIVERSITY COMMUNITY INVOLVEMENT

DIV	SECTION	EVALUATION	AVERAGE	WEIGHT VALUE	PRODUCT
A	Basic Data on the Community			1	
B	Relationships with the Community			1	
TOTAL				2	
AREA AVERAGE					

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