SELF-EVALUATION REPORT QUESTIONARE

*Data to be included in the report:*

A. THE INSTITUTION AND ITS OBJECTIVES

1. In what way is the school constituted, authorized and operated as an institution for higher religious training?

2. What are the basic documents to provide proper authority for the school’s existence and government?

3. Is the school recognized by the Department of Education or Commission on Higher Education? Is it accredited by any other agency or member of any other association of educational institutions? If so, please specify.

4. To what Philippine church is the school affiliated or what church or churches does it intend to serve? (Non-denominational schools should give special attention to defining their church constituency.)

5. What provision exists for the church to influence the goals, policies, and programs of the school?

6. Are the goals of the school clearly, specifically, and measurably defined? Where are they stated?

7. When and by whom were the school’s goals established?

8. What provision exists to assure that goals are appropriate to the institution’s resources, and vice versa?

9. How do you determine whether or not your goals are being met in terms of product?

10. What provision exists for review or revision of goals?

11. How are institutional goals communicated to the school’s faculty and church constituency?

12. If there have been major adjustments of the school’s goals or programs within the past five years, please explain.

B. THE GOVERNING BOARD

1. What is the school’s governing board? Describe its composition and how the members are chosen.

2. Identify those respects in which the membership of the Board provides breadth of experience and understanding necessary for successful leadership.

3. How often does the Board regularly meet, and what procedure exists for calling special meetings?

4. How does the Board monitor policies and programs of the school to assure that they contribute to the realization of institutional goals?

5. What is the role of the Board in the appointment and development of administrative personnel? Faculty?

6. What is the role of the Board with respect to the instructional programs of the school?

7. What is the role of the Board with respect to student life policies and services of the school?

8. What is the role of the Board with respect to the management and development of physical and financial resources of the school?

C. GENERAL ADMINISTRATION

1. Give the following information regarding each member of the administrative staff:

 a. Name, age, marital status

 b. Position, number of years in this position

 c. Experience in church or evangelistic ministry

 d. Previous experience in school administration

 e. Degrees earned, institution

2. If the present President/Director has served in that position less than five years, please give the name of the previous administrator(s) and reasons for leaving.

3. What basic documents define and direct the administration of the school?

4. How are lines of authority and areas of responsibility defined? Please include an organizational chart.

5. Can it be shown that the size and organization of the administrative staff is appropriate to the goals and resources of the institution?

6. What evidence is there to indicate that administrative officers are carrying out their functions effectively?

7. How are finances provided for operation of the school’s programs?

8. What plans or visions exist for future development of the school and its programs? How will these facilitate achievement of institutional goals?

D. ACADEMIC ADMINISTRATION

1. Is the executive administration of the instructional programs consolidated in the office if the Academic Dean? If not, who is responsible?

2. How are the duties of the Registrar defined and carried out?

3. Where are academic records kept (e.g., grades, transcripts)?

4. What grading system is used? What cumulative statistics are compiled? (GPA by students? GPA by class? GPA by courses? GPA by teacher? etc.)

5. Is the decision for granting diplomas or degrees made by one person or a committee?

6. What is the largest class taught by one teacher in your school? What is the smallest? What is the average class size?

7. What procedures are used for monitoring and improving teaching?

8. What provision is made for in-service training and professional development of the faculty? How is the faculty development program linked to the school’s institutional goals?

E. CURRICULUM

1. What is the school’s basic philosophy of education? Where is it stated?

2. When and by whom was this statement of educational philosophy prepared? When and by whom is it reviewed?

3. Does the school have a curriculum committee? Describe its composition and how members are chosen.

4. Does the curriculum committee coordinate and establish objectives for the total curriculum of the school, including academic studies, faculty modeling, Christian service, internships, dormitory life, chapel, etc.? If no, where does this coordination occur?

5. What provision is made f or evaluation and revision of present curricula? Where does authority to initiate new curricula or modify existing ones reside? Please specify the role of the constituent church in this process.

6. Describe the scheduling of subjects at your school (semesters, trimesters, and quarters), the number of weeks in each period, the number of minutes in each class, and the total number of hours in class for each unit.

7. What courses does your school offer? Give the following information for each course:

 a. Course title

 b. Principal language(s) of institution

 c. Ministry prerequisites, and how verified

 d. Description of field work and internship requirements

 e. Educational prerequisites, and how verified

 f. Total number of class hours required

 g. Usual length of the course in years

 h. Recognition grated upon course completion (specific diploma, degree, etc.)

8. Answer the following questions for each course:

a. Is this course designed to be terminal or preparatory? If preparatory, for what?

b. Does this course focus on preparation for ministry or scholarship? How is this focus implemented in the design of the course?

c. What are the goals of this course in terns of developed qualities and competencies?

d. What is the procedure for accepting students into this course? What special regulations pertain to the admission of transfer students?

e. Describe the respective roles of academic studies, faculty modeling. Christian service, internships, dormitory life, chapel, etc. in achieving course goals.

f. How is the total curriculum of this course (including all items listed above) identified with and adapted to the cultural, social, and religious environment in which graduates will live and minister?

g. What provision is made for adapting this course to varying backgrounds, gifts, and vocational objectives of students?

h. Please provide a copy of the course curriculum.

i. What evidence exists to indicate instructional resources (including library holdings) and ministry training opportunities are adequate to support this course?

j. How is this course justified in terms of the overall goals of the institution?

k. What evidence exists to demonstrate that this course is accomplishing its stated

 goals? (Specific attention should be given to alumni.)

9. Is each subject accurately titled and described? Do descriptions adequately define content while permitting latitude for creative teaching? Where are subject listings and descriptions published?

10. Does your school offer evening classes, summer programs, off-campus studies by correspondence or TEE, etc.? If so, please describe.

11. What provision is made for continuing education of alumni?

F. FACULTY

1. Give the following information regarding each member of your faculty:

 a. Name, age, marital status

 b. Title of position and/or rank, principal areas of teaching

 c. Date when joining the faculty, number of years of full-time teaching on the faculty.

 d. Experience in church or evangelistic ministry

 e. Degrees earned, institution

2. List others who have taught at the school in the past five years but who are no long members of the faculty. Give name, years of service, and reason for leaving.

3. What evidence exists that members of the faculty model the values, gifts, and skills desired in graduates?

4. What percentage of your faculty are presently pasturing a church or engaged in Christian ministry at least one-fourth time (or two days a week)?

5. What percentage of your faculty have earned a degree higher than the level on which they are teaching?

6. How does the school classify faculty and what is the pay scale?

7. What is the maximum teaching load given to any faculty? What is the minimum? What is considered a normal load?

8. What percentage of your faculty is full-time? Are full-time faculty encourage or permitted to hold other regular employment (i.e., “moon-lighting”)? If so, what kinds of employment are encouraged or permitted? What restrictions are enforced?

9. What percentage of your faculty is part-time? What types of positions are held by faculty in second jobs?

G. LIBRARY

1. Is the library administered by a professional, full-time librarian who holds faculty status? If not, how is the library administered?

2. How is the library staffed? Explain organization and duties.

3. Are library resources adequately classified and catalogued to permit convenient use by faculty and students?

4. if textbooks are provided through the library, approximately what is the maximum ration of students to nooks in one subject? The minimum ratio? The average?

6. What procedures are employed to protect library resources from avoidable loss or damage?

7. What part does the library play in stimulating professional growth of the faculty?

8. Does the library have an assured budgetary income commensurate with its needs for operation and growth?

9. What plans exist for developing the facilities and resources of the library? How are these plans justified on the basis of course and institutional goals?

H. CHRISTIAN ADMINISTRATION

1. How are the Christian service programs of your school administered? Who is responsible for coordinating field work and internship requirements of various course, arranging suitable placements, supervising student ministries, etc.?

2. How are objectives for field work formulated?

3. What supervision is exercised through such measures as pre-checking plans, observations, and reports?

4. What provision is made for student-faculty discussion of field work and internship experiences?

5. How are field work reports and evaluation employed in counseling students, remediating deficiencies, and facilitating development and the quality and quantity of performance kept in permanent records?

6. Is there evidence that an efficient system of records is maintained? Are summaries of each student’s development and the quality and quantity of performance kept in permanent records?

7. What policy is followed for granting academic credit for field work?

8. How does the school give emphasis to evangelism and cross-cultural missions?

I. STUDENT LIFE ADMINISTRATION

1. How are the student life programs of your school administered? Who is responsible for assuring that Christian values and virtues are developed and that adequate provision is made for the physical, medical, financial, cultural, and social needs of students?

2. How are objectives for student life and development formulated?

3. Does the school offer a residence program? What students, if any, are required to live on campus? Why? Under what conditions are exemptions made?

4. What evidence exists that Christian values and virtues are demonstrated by alumni?

5. What provision is made for the medical care of students?

6. What provision is made for developing Christian attitudes toward work and money, including giving to those in need?

7. What provision is made for developing healthy appreciation of the cultural heritage of the Philippines and for mastering its social graces?

8. What provision is made for counseling students? What are the objectives and procedures of the counseling programs?

9. How are student problems, (personal, social, moral, spiritual, academic, financial, medical, etc.) handled at your school?

10. How is discipline administered? What measures are taken to separate responsibilities

 for counseling, on the one hand, and disciplining, on the other?

11. What assistance does the school provide in placement of graduates?

12. How does the school maintain contact with alumni, and what services does it offer to

 alumni?

J. BUSINESS AND FINANCIAL ADMINISTRATION

1. Is the executive administration of the business affairs of the institution consolidated in the office of the Business Manager or Comptroller? If not, who is responsible?

2. Chart the organization of your business department.

3. Describe your accounting procedure. Show how your accounting procedures conform to standards indicated in this Manual.

4. Can it be shown that designated funds are used only for the purposes indicated by donors?

5. How do you prepare, adopt, and control your budget?

6. What percentage of income is derived from student tuition and fees?

7. What percentage of contribution income is derived from Philippine source? From abroad?

8. What percentage of income is received from other sources (e.g., interest, farming, cottage industries, etc.)? Please explain.

9. Are dormitory and food services self-supporting?

10. What policy is followed regarding internal and external auditing of the school’s

 accounts?

11. Attach a copy external audit reports for the past three years.

12. What financial assistance is available to students? Describe the amount of assistance

 available and procedure by which is allocated.

K. PHYSICAL RESOURCES

1. Who holds the title to the lands and buildings occupied by the school? If other than the school itself, explain contractual or other arrangements.

2. Describe the physical environment of the school program, including campus, buildings, and any special facilities or equipments.

3. How can it be demonstrated that these facilities and equipment are appropriate to the goals and resources of the institution?

4. What evidence exist that the equipment, buildings and ground of the school are maintained is a way consistent with a Christian stewardship of resources?