

UNDERSTANDING ACCREDITATION STANDARDS AS A MEANS FOR IMPROVEMENT AND EXCELLENCE

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1. INTRODUCTION

Quality is the password and the buzzword in the 21st century. Because of its worldwide acceptance, authorities understandably expressed varying perceptions of quality. The British Higher Education Council admitted that quality is difficult to define but concluded that “quality is the central mystery of British higher education – a mystery in all the variants of meaning and nuance of which the word is capable.” The United States Higher Education Council stated that no single workable definition of quality is possible and also concluded that the best approach is to look for characteristics or indicators which are valued by those whose needs the institution is seeking to meet. I was not fortunate enough to find an official definition of quality from the Philippine Commission on Higher Education, but a former CHED Executive Director, Dr. Roger Perez, offered a practical definition which I quote: “Quality is not perfection. It is improving your previous best and showing that you are at the leading edge in most aspects.”

2. FRAME OF REFERENCE

At the outset, for a common frame of reference, I clarify my concept of quality. Quality is degree of excellence or relative goodness, and so quality is not excellence per se but it refers to an ascending degree of excellence – perhaps low quality, moderate quality and high quality. Even among items or objects with “high quality” one can have higher quality and another one may possess the highest quality.

The concept of quality includes a set of standards against which things, situations or institutions are evaluated in order to determine the degree of quality that they possess. Assurance is the declaration of a commitment aimed at giving confidence to one's intended clients, customers or public. Quality assurance is demonstrated by a system of principles and practices arranged logically to achieve certain predetermined quality goals or objectives.

3. HISTORY OF QUALITY ASSURANCE

- 3.1. Early Civil Engineering projects needed to be built from specifications like the Great Pyramid of Giza which was built in 2560 BC.
- 3.2. Royal governments purchasing materials were interested in quality control as customers. King John of England (1199-1216) appointed William Wrothman to report about the construction and repair of ships.
- 3.3. Middle Ages (1450-1500), guilds assumed responsibility for quality control of their members, setting and maintaining certain standards for guild membership.
- 3.4. The Industrial Revolution led to a system in which large groups of people performing a similar type of work were grouped together under the supervision of a foreman who was appointed to control the quality of work manufactured.
- 3.5. World War I – To counter bad workmanship, full time inspectors were introduced into the factory to identify, quarantine and correct product defects.
- 3.6. 1930 – The systematic approach to quality started in industrial manufacture mostly in the United States of America. With the impact of mass production, which was required during the Second World War, it became necessary to introduce a more appropriate form of quality control which can be identified as *Statistical Quality Control*, or *SQC*.

- 3.7. World War II – many countries’ manufacturing capabilities that had been destroyed during the war were rebuilt. The United States sent General Douglas MacArthur to oversee the re-building of Japan. During this time, General MacArthur involved two key individuals in the development of modern quality concepts: W. Edwards Deming and Joseph Juran.
- 3.8. Beginnings of quality assurance in the Philippine Private Higher Education Institutions. In the 1950’s two (2) associations laid the groundwork for the voluntary accreditation of private schools, colleges and universities; the Philippine Association of Colleges and Universities (PACU) and the Catholic Education Association of the Philippines (CEAP). Later, PACUCOA took off from PACU and PAASCU from CEAP

4. LEGAL BASIS OF VOLUNTARY ACCREDITATION

4.1. Education Act of 1982

The first big boost in the voluntary accreditation movement was the issuance of the Implementing Rules and Regulations for Batas Pambansa 232, otherwise known as the Education Act of 1982.

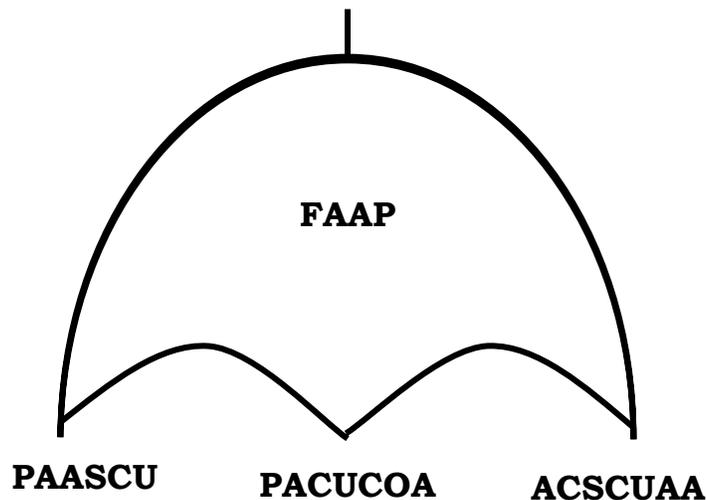
Rule IV of the Implementing Rules and Regulations (IRR) outlined seven provisions to govern voluntary accreditation: policy, definition, eligibility for voluntary accreditation, benefits of voluntary accreditation, recognition of private voluntary accrediting associations, accrediting agencies, and life-span of deregulated status (5 years).

4.2. Creation of the Commission on Higher Education (CHED) in 1994

In 1994, Commission on Higher Education (CHED) was organized by virtue of Republic Act (R.A.) 7722. The following year, September 25, 1995, the CHED Chair issued CHED Order No. 31, s. 1995 which specified the

policies on voluntary accreditation in aid of quality and excellence in higher education.

Obviously, this issuance was promulgated in close coordination with FAAP which was organized and authorized by CHED as the agency that would certify the accredited status of programs granted by the three (3) accrediting agencies federated under the Federation of Accrediting Agencies of the Philippines (FAAP) umbrella: Philippine Accrediting Agencies of Schools, Colleges and Universities (PAASCU), Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), and Association of Christian Schools, Colleges and Universities Accrediting Agency (ACSCUAA).



4.3. The Federation of Accrediting Agencies of the Philippines (FAAP): PAASCU, PACUCOA, ACSCU-AAI.

The most recent issuance on accreditation, CHED Order No. 1, series of 2005, provides for Level IV as the highest accreditation status for programs and institutional accreditation which is mandated to be built on programs accreditation.

5. QUALITY ASSURANCE THROUGH VOLUNTARY ACCREDITATION

In the Philippines and in the world, the accepted quality assurance in education is voluntary accreditation.

5.1. What is voluntary accreditation?

Voluntary accreditation is a concept of self-regulation which focuses on self-study and evaluation and on the continuing improvement of educational quality. It is both a process and a result.

As a process, it is a form of peer review in which an association of schools and colleges establishes sets of criteria and procedures to encourage high standards of quality education among its affiliate members.

As a result, it is a form of certification granted by a recognized and authorized accrediting agency to an educational program, where applicable, and/or an educational institution, as possessing certain standards of quality which are over and above those prescribed as minimum requirements for government recognition, based upon an analysis of the merits of its educational operations, in terms of its philosophy and objectives.

5.2. Voluntary Accreditation is Mission-Centric

All higher education institutions include in their vision-mission/philosophy statements explicit reference to quality or excellence and yet because of the diversity in the institutional philosophies, characteristics and cultures of the almost 2,000 private higher education institutions in the Philippines, it is difficult to arrive at a common definition of quality or excellence that will satisfy all types of stakeholders. Historically, voluntary accreditation has been using as starting points the minimum academic requirements and standards set by the government, the legal requirements of certain professions, issuances of the Professional Regulation Commission, and requirements from relevant industry sectors. With these as starting points, accreditation then proceeds to examine conditions which are over and above or exceeding the minimum requirements of the

mentioned government agencies, specifically in the programs being evaluated.

In the absence of common standards of quality and excellence, accreditation has focused on the institutional vision-mission as the center of the accreditation process. Accreditation requires the school to state its institutional vision-mission in its every department and program, and to define in concrete terms the indicators which would show that the vision-mission and goals are being achieved.

5.3. Rationale for voluntary accreditation

The rationale for accreditation is that it is a means of stimulating and accelerating the institutional growth and development of schools desiring to achieve greater excellence, relevance and effectiveness. It is also a way of encouraging those schools adjudged to have attained desirable standards to do even better.

Accreditation thus provides a public confirmation that what the educational institution is doing in its programs is of acceptable high quality.

5.4. Basic Principles of Voluntary Accreditation

- (1) Accreditation is based on accepted standards. Each school seeking accreditation is surveyed and evaluated in terms of the appropriateness and adequacy of its institutional philosophy-vision-mission-goals and program objectives and in terms of the degree and competence with which they are achieved.
- (2) Accreditation is primarily concerned with the students' learning, welfare, growth and development.
- (3) Accreditation provides opportunities for institutional growth through self-study and evaluation and self-regulation.

- (4) Accreditation admits periodic review, criticism, and readjustment of its criteria, policies and procedures in response to changes in education.

5.5. Significant Practical Values of Accreditation

Accreditation benefits the institution as follows:

- (1) It improves the institution through self-study, self-evaluation and self-policing, regardless of its corporate nature, philosophy and objectives.
- (2) It guides the public, parents and students, in the choice of quality schools that will meet their individual educational needs.
- (3) It simplifies transfer of academic credits; it also facilitates the transfer of students and faculty as well as faculty exchange and mutual cooperation.
- (4) It is one favorable factor considered in the grant of government assistance and other incentives.
- (5) It helps assure the public of better qualified practitioners in the different professions.
- (6) It lends prestige to member schools, justified by the possession of quality standards and unremitting effort to maintain and sustain them at a high level.
- (7) It helps identify schools whose competence and performance in a particular field warrant public and professional recognition.

6. HOW VOLUNTARY ACCREDITATION ENSURES CONTINUOUS QUALITY IMPROVEMENT

6.1. Sustainability

Quality assurance becomes a reality only if sustainability is maintained in higher education institutions. At the start of the voluntary accreditation

movement, it would take 13-15 years before Level III could be attained as may be gleaned from the 3-5-5 scheme.

The long waiting period has led to back-sliding in a number of programs, and so recently the process from candidacy to possible Level III has been shortened to 5 years.

Level I - 3 years

Level II - **5 years with option to apply for Level III within 2 years if the required rating was obtained at the start of Level II**

6.2. Continuous Improvement in Instruction and Research

Continuous improvement is the highly recognizable thrust for Level III status for which two of the additional criteria are mandatory and are assigned the heaviest weights:

- ❖ A reasonably high standard of instruction
- ❖ A highly visible community outreach program (**for undergraduate programs**) or a highly visible research tradition (**for graduate programs**)

The two (2) additional criteria are optional and may be selected from among the following:

- ❖ A strong faculty/staff development tradition
- ❖ Creditable performance of graduates in the licensure examination during the last 3 years
- ❖ A working network with prestigious local and international institutions/organizations
- ❖ Extensive and functional library and other learning resource facilities

6.3. Voluntary accreditation Develops the Culture of Evidence Among Higher Education Institutions

The accreditation process starts with the conduct of a comprehensive institutional self-analysis and the submission of a self-survey report of the findings. This self-survey report discloses the program's strengths and challenges and the corresponding institutional plan for improvement. The peer evaluators sent by the accrediting agency validate the report by examining the institution's supporting documents and interviewing stakeholders.

In this context, accreditation utilizes the process of gathering and processing data into a meaningful form to document and support the institutional claims of quality and effectiveness. Re-accreditation or continuing accreditation requires the institution to regularly evaluate its programs, processes and resources and the data obtained are analyzed and utilized in planning, decision-making and actions for continuous improvement. Those evaluation processes should be planned and implemented as the basic contributing factor in the development of a culture of evidence to show the institution's willingness and capability to examine itself on a regular basis for continuous improvement.

7. COMMON BARRIERS TO ACCREDITATION

- 7.1. Unclear and/or irrelevant Institutional Vision-Mission.
- 7.2. Failure to establish articulation between the institutional vision-mission and the goals and objectives of the different programs of the institution.
- 7.3. Inability to comply with the minimum requirements of the regulatory agencies like the CHED and the DEPED.
- 7.4. Poor performance of graduates in the PRC Board Examinations.
- 7.5. Failure to meet the required library collections and services.

- 7.6. Deficient support documents and evidences exhibited for the self-survey areas during the visit and/or disorganized exhibits.
- 7.7. Documents not supportive of the self-survey.
- 7.8. Deficient academic qualifications of the academic administrators, dean, head, chairmen, faculty members.
- 7.9. Non-compliance with the accrediting team's recommendations.
- 7.10. Absence of the required professional license, or PRC ID not renewed.

8. IMPORTANCE OF LIBRARIANS, LIBRARIES AND LIBRARY STANDARDS

8.1. Relative Weights of the Areas of Accreditation Self-Survey:

Area	Weight
1. Philosophy and Objectives	Not rated but used as basis for all areas
2. Faculty	5
3. Instruction	5
4. Library	4
5. Laboratory	3
6. Physical Plant and Facilities	2
7. Student Personnel Services	4
8. Social Orientation and Community Involvement	4
9. Organization and Administration	3
TOTAL	30

8.2. Accreditation Criteria for the Area on Library

Sub-Area	Criteria
1. Administration	<p>(a) Organization and set up are appropriate and clearly drawn.</p> <p>(b) The chief librarian should have appropriate qualifications.</p>
2. Personnel	<p>(a) One full-time librarian for the first 500 students and additional full-time librarian for every 1,000 students.</p> <p>(b) Support staff of at least 3 clerks and student assistants.</p>
3. Collections	<p>(a) Well balanced holdings which meet the instructional and other needs of of the clientele.</p>
4. Services and Use of the Library	<p>(a) Clear indication of frequent, judicious and productive use of the library.</p> <p>(b) The library is open at least 54 hours a week for colleges and 60 hours per week for universities.</p>
5. Financial Support	<p>(a) Sufficient budget to support operations and development.</p>
6. Physical Facilities	<p>(a) Adequate space and appropriate facilities.</p> <p>(b) Seating capacity of not less than 10% of total enrollment.</p> <p>(c) Allowance for increase in enrollment.</p>

9. HOW ACCREDITATION COULD HELP IN DEVELOPING A SET OF STANDARDS FOR HOSPITAL, MEDICAL AND HEALTH LIBRARIES

In developing and updating the criteria for accreditation in the area of Library, FAAP regularly consults the Philippine Association of Academic and Research Librarians (PAARL) and the Philippine Librarians Association Inc. (PLAI).

Consider how the PAARL and PLAI assisted FAAP in formulating the following accreditation standards for the area in Library.

9.1. Administration

The college/university library should be administered and supervised by a licensed and full-time qualified librarian under a clearly drawn organizational set-up. It should be administered in a manner which allows and encourages the most effective and full use of available library resources.

The head librarian of the college/university is appointed by the president and reports directly to him or the highest academic officer of the institution. The head librarian should participate actively with the faculty on curricular, instructional and research activities.

A library committee should serve the main channel of communication between the library and its users. It should work towards the continued development and improvement of the library resources and services. The library should have written policies and procedural manuals covering its internal administration and operations. An annual report should be prepared to inform the clients as well as the administration of the library's accomplishments, problems, needs, utilization, plans for development and other relevant information.

9.2. Personnel

The library must be headed by a full-time and qualified librarian. For a university library, the chief librarian must have a master's degree in Library Science; for a college, the chief librarian should have a relevant master's degree and have a minimum of five (5) years library work experience.

The size of the staff must be determined by several factors, namely: enrollment, teaching methods, nature of resources and services and schedule of work in the library.

The library should employ one (1) full-time librarian for the first 500 students and an additional full-time librarian for every 1,000 students. He should be assisted by an adequate support staff of at least three (3) clerks and student assistants.

A continuing staff development program including formal studies should be provided. Participation of the staff in professional activities should be encouraged.

9.3. Collections

9.3.1. Collection Development

Collection development is a year-round activity of the library. It should conform with accepted standards and procedures. Moreover, it should be supportive of the vision, mission and goals of the institution.

Written collection development policies should be prepared. Selection aids should be available to facilitate the selection and acquisition activities of the library.

9.3.2. Holdings

Library holdings should be well-balanced and must meet the curricular, instructional, research and recreational needs of its clientele.

The collections must consist of relevant books, serials, pamphlets, documents and non-book materials, and must be continuously updated.

Collections should also include extensive Filipiniana materials to cope with the demands of the school curriculum.

For reserve books, the library should allocate one (1) copy for every 20 students.

The library has a basic book collection of 5,000 (for college) or 10,000 (for university) well selected titles to carry out its educational programs effectively. In addition to the basic collections, a minimum of eight (8) selected titles should be provided for every student.

A core periodical collections of current and relevant titles, both local and foreign, should also be provided. The recommended number of periodicals based on enrollment is as follows:

Enrollment	Periodical Titles
less than 1,00 students	50
1,001-3,000	75
over 3,000	100

Every major field should be provided adequately with relevant titles/collections. To maintain the quality of the library collections, a weeding program should be undertaken regularly to keep the collections relevant and up-to-date.

9.3.3. Organization and Care of Materials/Books

Materials should be catalogued and classified according to an internally accepted system of cataloging and classification. Complete cataloguing should be provided for easy access and retrieval of items. A shelf list file should be prepared for inventory purposes. Periodical records should be complete, accurate and updated. In-house indexes should be available to the clientele. Vertical

file materials should be kept updated and indexed. All other library materials should be organized systematically for easy use.

There should be provisions for binding of selected serial titles. Provisions should also be made for the preservation and conservation of rare and valuable library materials.

9.4. Services and Use of the Library

As one of the most important intellectual resource of the academic community, the library should gear its services to implement the general and specific educational objectives of the institution and the college. There must be a clear indication of frequent, judicious and productive use of the library. This is the ultimate test of its effectiveness. Thus, statistical data should be prepared as a measure of the usefulness of the library collections.

Library services should be made available not only while classes are in progress but also outside the regular class schedule to allow the academic community to maximize the use of the library. The library should be open at least 54 hours per week for colleges and 60 hours per week for universities. The services of librarians should be available during library hours.

An open shelf system should be encouraged to give students and faculty members greater access to the library collections. Lending policies must be fair and extended to all qualified library users.

Regular announcements of new acquisitions should be made and other promotional activities should be conducted periodically.

Resource sharing arrangements should be explored to enable faculty members and students to have access to a richer and wider range of materials.

Other library services can include continuous instruction in the effective use of the library and its resources, information retrieval, readers' guidance, photocopying bibliographical and abstracting services; providing opportunities for viewing and listening to instructional materials, referral service and library publication.

9.5. Financial Support

The head librarian should prepare, justify and administer the library budget in accordance with fiscal policies and the procedures of the institution. He/she has the authority to apportion library funds according to the needs of the library.

The institution should allocate a specific budget for the library. It should be sufficient enough to keep the library alive and professionally administered.

The library budget should constitute at least 5% of the institution's total annual operating expenditures, exclusive of salaries. All library fees that are collected from students should be spent solely for the growth and development of the library resources.

Other ways of financing the library should be promoted such as endowments, donations, gifts and exchanges, consortia or other cooperative endeavors.

9.6. Physical Facilities

9.6.1. Location/Site

The college/university should provide a library which has adequate space and appropriate facilities and which is accessible to the students and faculty. The library should be strategically planned and functionally designed to allow future rearrangement and expansion.

A separate library building for a university should be ideal.

9.6.2. Space Requirement

The library should have adequate space to accommodate the reading and research needs of its clients, to house the growing collection, work area, special services, shelves and provide storage.

The reading room should have a seating capacity of not less than 10% of the total enrollment computed at 1.86 sq.m. per reader. Allowance for an increase in enrollment should be considered.

Shelving space should be adequate. The shelves should not be more than 2 1/2m. high with ample space in between ranges for free access to the collections.

Allowance for the growth of the collections should be provided.

Space provisions for special services such as photocopying, exhibits and displays should be adequate.

Stacks and storage spaces for important library materials and equipment should be amply provided.

For better management of the library, the head librarian's office should be readily accessible. The work area should be adequate in size, should have proper ventilation, lighting and appropriate facilities.

Good working conditions should be provided for the library personnel. For their personal comfort and privacy, a staff room should be provided.

There should be provisions for the physically handicapped.

9.6.3. Furniture/Equipment

The library should be furnished with functional and well-designed standard furniture and equipment. These

should be arranged in such a way as to promote effective utilization of the library and the smooth flow of traffic.

9.6.4. Physical Provision for Reading Comfort

Provisions to encourage the greatest use of the library and for users' reading convenience should be made. The library should be adequately lighted, properly ventilated and acoustically suited for quiet reading. It should be aesthetically attractive and properly maintained.

9.6.5. Security/Control

Control and security measures to safeguard the library should be carefully planned and carried out. Provisions should be made for fire extinguishers in strategic places. The personnel and its clients should be trained to use the firefighting equipment. Fire exits should be clearly visible.

9.7. Evaluation Scale

Numerical Evaluation	Descriptive Evaluation	Interpretation
5	Excellent	Provision is very extensive and functioning excellency.
4	Very Good	Provision is moderately extensive and functioning very well.
3	Good	Provision is adequately and functioning well.
2	Fair	Provision is limited but functioning well.
1	Poor	Provision is very limited and functioning poorly.
0	Missing	Provision is missing but necessary.
	N.A.	Not Applicable (Provision does not apply.)

The Medical and Health Libraries Association of the Philippines is in the best position to assist in developing the standards for hospital, medical and health libraries. Most hospitals and medical and health institutions are now conscious of the importance of clarifying and identifying their vision and mission. This is the starting point in the development of standards the most important characteristic of which is that they consider the needs and interest of stakeholders and customers. After clarifying these aspects, the library will be in a position to assist in the attainment of the institution's goals and objectives through an adequate administrative organization and staffing, collection and services development.

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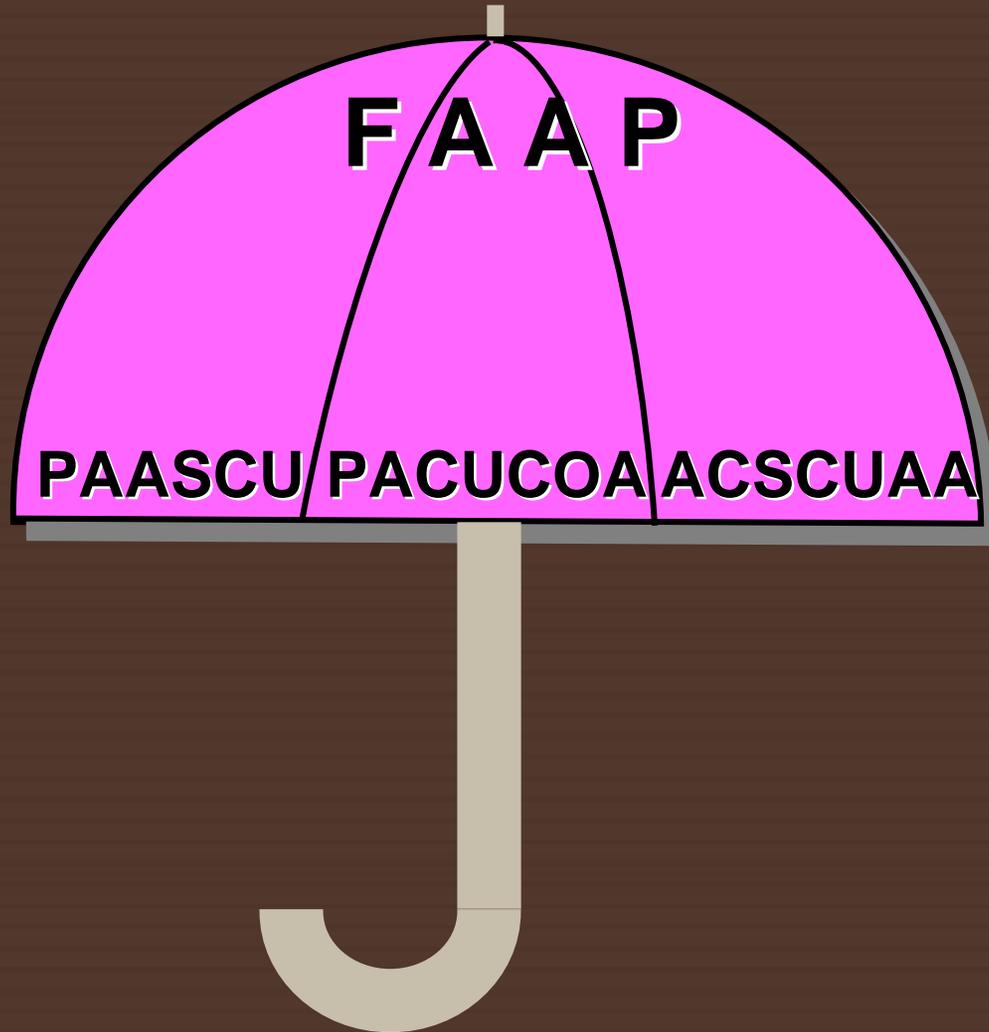
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F A A P

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- Creditable performance of graduates in the licensure examination during the last 3 years

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- A working network with prestigious local and international institutions/organizations

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- Extensive and functional library and other learning resource facilities



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7. COMMON BARRIERS TO ACCREDITATION

7.1. Unclear and/or irrelevant
Institutional Vision-Mission.

7. Common Barriers to
Accreditation

7.2. Failure to establish articulation between the institutional vision-mission and the goals and objectives of the different programs of the institution.

7. Common Barriers to Accreditation

7.3. Inability to comply with the minimum requirements of the regulatory agencies like the CHED and the DEPEd.

7. Common Barriers to Accreditation

7.4. Poor performance of graduates in the PRC Board Examinations.

7. Common Barriers to Accreditation

7.5. Failure to meet the required library collections and services.

7. Common Barriers to Accreditation

7.6. Deficient supporting documents and evidences exhibited for the self-survey areas during the visit and/or disorganized exhibits.

7. Common Barriers to Accreditation

7.7. Documents not supportive of the self-survey.

7. Common Barriers to Accreditation

7.8. Deficient academic qualifications of the academic administrators, dean, head, chairmen, faculty members.

7. Common Barriers to Accreditation

7.9. Non-compliance with the accrediting team's recommendations.

7. Common Barriers to Accreditation

7.10. Absence of the required professional license, or PRC ID not renewed.

7. Common Barriers to Accreditation

8. IMPORTANCE OF LIBRARIANS, LIBRARIES AND LIBRARY STANDARDS

8.1. Relative Weights of the Areas of Accreditation Self-Survey

Area	Weight
1. Philosophy and Objectives	Not rated but used as basis for all areas
2. Faculty	5
3. Instruction	5
4. Library	4
5. Laboratory	3
6. Physical Plant and Facilities	2
7. Student Personnel Services	4
8. Social Orientation and Community Involvement	4
9. Organization and Administration	3
TOTAL	30



8.2. Accreditation Criteria for the Area on Library

Sub-Area	Criteria
1. Administration	<p>(a) Organization and set up are appropriate and clearly drawn.</p> <p>(b) The chief librarian should have appropriate qualifications.</p>

Sub-Area	Criteria
2. Personnel	<p>(a) One full-time librarian for the first 500 students and additional full-time librarian for every 1,000 students.</p> <p>(b) Support staff of at least 3 clerks and student assistants.</p>

Sub-Area	Criteria
3. Collections	(a) Well balanced holdings which meet the instructional and other needs of the clientele.

Sub-Area	Criteria
4. Services and Use of the Library	<p>(a) Clear indication of frequent, judicious and productive use of the library.</p> <p>(b)The library is open at least 54 hours a week for colleges and 60 hours per week for universities.</p>

Sub-Area	Criteria
5. Financial Support	(a) Sufficient budget to support operations and development.

Sub-Area	Criteria
6. Physical Facilities	<p>(a) Adequate space and appropriate facilities.</p> <p>(b) Seating capacity of not less than 10% of total enrollment.</p> <p>(c) Allowance for increase in enrollment.</p>

**9. HOW ACCREDITATION COULD HELP IN
DEVELOPING A SET OF STANDARDS FOR HOSPITAL,
MEDICAL AND HEALTH LIBRARIES**

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- ❖ In developing and updating the criteria for accreditation in the area of Library, FAAP regularly consults the Philippine Association of Academic and Research Librarians (PAARL) and the Philippine Librarians Association Inc. (PLAI).

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- ❖ Consider how the PAARL and PLAI assisted FAAP in formulating the following accreditation standards for the area in Library.

9.1. Administration

9. How accreditation could help in developing a set of standards for hospital, medical and health libraries

9.2. Personnel

9. How accreditation could help in developing a set of standards for hospital, medical and health libraries

9.3. Collections

9. How accreditation could help in developing a set of standards for hospital, medical and health libraries

9.3.2. Holdings

9. How accreditation could help in developing a set of standards for hospital, medical and health libraries

Enrollment	Periodical Titles
less than 1,00 students	50
1,001-3,000	75
over 3,000	100

9. How accreditation could help in developing a set of standards for hospital, medical and health libraries

9.3.3. Organization and Care of Materials/Books

9. How accreditation could help in developing a set of standards for hospital, medical and health libraries

9.4. Services and Use of the Library

9. How accreditation could help in developing a set of standards for hospital, medical and health libraries

9.5. Financial Support

9. How accreditation could help in developing a set of standards for hospital, medical and health libraries

9.6. Physical Facilities

9. How accreditation could help in developing a set of standards for hospital, medical and health libraries

9.6.1. Location/Site

9. How accreditation could help in developing a set of standards for hospital, medical and health libraries

9.6.2. Space Requirement

9. How accreditation could help in developing a set of standards for hospital, medical and health libraries

9.6.3. Furniture/Equipment

9. How accreditation could help in developing a set of standards for hospital, medical and health libraries

9.6.4. Physical Provision for Reading Comfort

9. How accreditation could help in developing a set of standards for hospital, medical and health libraries

9.6.4. Security/Control

9. How accreditation could help in developing a set of standards for hospital, medical and health libraries

9.7. Evaluation Scale

9. How accreditation could help in developing a set of standards for hospital, medical and health libraries

9.7. Evaluation Scale

Numerical Evaluation	Descriptive Evaluation	Interpretation
5	Excellent	Provision is very extensive and functioning excellency.

9.7. Evaluation Scale

Numerical Evaluation	Descriptive Evaluation	Interpretation
4	Very Good	Provision is moderately extensive and functioning very well.

9.7. Evaluation Scale

Numerical Evaluation	Descriptive Evaluation	Interpretation
3	Good	Provision is adequately and functioning well.

9.7. Evaluation Scale

Numerical Evaluation	Descriptive Evaluation	Interpretation
2	Fair	Provision is limited but functioning well.

9.7. Evaluation Scale

Numerical Evaluation	Descriptive Evaluation	Interpretation
1	Poor	Provision is very limited and functioning poorly.

9.7. Evaluation Scale

Numerical Evaluation	Descriptive Evaluation	Interpretation
0	Missing	Provision is missing but necessary.

9.7. Evaluation Scale

Numerical Evaluation	Descriptive Evaluation	Interpretation
	N.A.	Not applicable (Provision does not apply)

Thank you 😊