

AN EVALUATION OF STANDARDS FOR ACADEMIC LIBRARIES IN THE PHILIPPINES

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INTRODUCTION

Evaluation and standards always go hand in hand since standards serve as the yardstick for the process. Academic libraries, being part of academic institutions, are always evaluated internally by the librarians, users, or university administration and externally by government agencies such as the Commission on Higher Education (CHED), established in 1994 by virtue of RA 7722 or the Higher Education Act of 1994, and “acts as a national buffer in charge of higher education” (Arcelo, 2003, p.16). Accrediting agencies like the Philippine Accrediting Association for Schools, Colleges and Universities (PAASCU), Philippine Association of Colleges and Universities Commission on Accreditation (PACU-COA) and Accrediting Association of Chartered Colleges and Universities of the Philippines (AACUP) also evaluate the performances of libraries in higher education institutions. PAASCU and PACU-COA accredit the private higher education institutions while AACUP accredits state colleges and universities. The objective for the evaluation is to ensure that equality service is being provided to the users.

Academic libraries are situated within Higher Education Institutions (HEIs) and they are open systems that are largely dependent on their environment, parent institution and their users. Thus, the concerns faced by HEIs affect the academic libraries. Examples of these are budget concerns, IT infrastructure concerns, industry demands, and the like. For instance, changes in the demands of the industries imply changes in curricular offerings,

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which in turn affect the collection development in academic libraries. In another view, academic libraries may contribute to concerns faced by HEIs specifically in the teaching-learning situation, where the current and prevalent issue is on the quality of education being offered. A poorly performing library can greatly impact the research climate of the academe. After all, the main objective of academic libraries is to support the curricular and research needs of higher education.

The contention of the paper is that given the changes in the educational system and all other factors affecting the delivery of instruction, the measures for evaluating the performance of libraries should have also been modified to include these. The purpose of the paper then is to look into the existing standards for academic libraries in the Philippines and point out their similarities and differences. It also presents arguments on the perceived accuracy, applicability and relevance of these standards to the present educational system. The standards referred to here are the minimum standards set by Commission on Higher Education (CHED), the Philippine Association of Academic and Research Libraries (PAARL) standards for Academic Libraries, and the accreditation standards from Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) and Philippine Association of Colleges and Universities Commission on Accreditation (PACU-COA). There are other standards aside from those mentioned above, like the standards for accreditation from AACUP and the standards being proposed by the Board for Librarians (BFL) of the Professional Regulation Commission (PRC) but the AACUP standards were not available to the researcher and the standards from the BFL are still in the proposal stage. As such, these were not included in the evaluation.

This paper however, does not propose standard measures for evaluation of performance but only points out principles as basis of standards formulation. Also, it does not provide an in-depth chronological account of the development and history of said standards. Rather, it provides brief accounts on how these came to be.

To provide the context of the paper, the sections that follow discuss the characteristics of standards in general, that is, not specific to library standards, and discuss how these were formulated and promulgated. Then the characteristics of academic libraries will be presented.

THE PHILOSOPHY OF STANDARDS

Adhering to standards is an assurance of good quality. Standards are known to be models derived from best practices. Therefore, when standards are followed, practices and procedures are said to be outstanding. However, when standards are not attuned to the times, conforming to these would be defeating the purpose of improvement.

Standards are also man made, and thus, they are based on reality. Therefore, no standards exist prior to the presence of something. For instance, no standards on the use of databases in libraries were written until such time that databases have been developed and applied. Since these are based on reality, these are also subject to mortality. The specifications in these may change or worse, they may become obscure. There is a tendency also for standards to be biased. Suffice it to say that standards are not perfect and are not applicable forever. They should be constantly reviewed and revised to keep up with the demands of the times.

Regardless of the fact that standards are not perfect, these are powerful in that they can impose upon those to whom they apply. Standards dictate the norm and lay down the rules. Standards therefore regulate conditions and set forth consistency. In the clothing industry for example, standard measurement for sizes are set so that there is no misunderstanding among the buyers. Size one (1) for a particular brand is the same size one (1) in other brands. In the library setting for instance, 3 x 5 catalog cards are cut and set exactly as they are supposed to be so that even when varying labels produce them they still fit into the card catalog cabinets. This regulating mechanism of standards prevents monopoly of products or services, in this case, card catalog cabinets.

According to Katz (1980) however, the use of standards may vary from one library to another “whether as a self-evaluative guide or a way of encouraging more community support or both”(p.58). Libraries may use standards for benchmarking so as to improve their services or use standards in justifying acquisitions or activities and projects.

THE POLITICS OF STANDARDS

There are organizations such as the International Organization for Standardization (ISO) that promulgate standards and their sole activity is standards development. There are also specific associations or organizations that develop standards as “aids to their missions to provide services” (Avram, McCallum & Price, 1982 p.197). Examples of the latter organizations specific to library standards would be the American Library Association (ALA), and the Canadian Library Association (CLA). In the Philippines, these would be the CHED, PAARL and the accrediting associations. These standards are normally drawn out from existing practices. Committees are formed in these organizations and they determine standards by voting or by any logical means that they adhere to.

Standards are subscribed to by most industries and also by academic institutions since compliance with standards is clearly equivalent to prestige. Extending the argument further, if institutions are prestigious, then they attract more clients. In the context of academic institutions, these would attract more enrollees. In another sense, following set standards allows for the improvement of services and products. Having good services and products, coupled with a prestigious reputation, increases the chances of having more clients. Aside from these, it is also easier for these institutions to look for funding or sponsors for their activities. These, among others, are benefits of complying with set standards; therefore, it is supposed to be a must for every academic institution to meet them.

For HEIs, CHED imposes minimum standards while accrediting agencies impose stricter requirements beyond those set

by CHED. Complying with the minimum requirements of CHED would give the HEI government recognition and the license to operate while complying with accreditation standards and achieving Level IV accreditation status would grant the private HEI autonomy from CHED and a deregulated status. This is where they are exempt from issuing Special Order and monitoring and evaluation from CHED. Also, they will receive benefits in the form of grants and subsidies from CHED, and they no longer need to seek approval from CHED whenever they open new programs or courses (Arcelo, 2003). In as much as state colleges and universities have autonomy from CHED, they still go through the process of accreditation to ensure quality education and excellence. However, only a few subject themselves to accreditation. In 2006, there were only 158 public HEIs that have accredited programs while in 2007, there were only 228 private HEIs with accredited programs. This is about 18% of the total HEIs in the country which is 2036 (CHED, 2006). Quite a number of implications can be deduced from this but the fact of the matter is that the greater number of HEIs in the country have not subjected themselves to accreditation either because they do not want to or they cannot. The reasons of HEIs for not submitting to accreditation though, is not the concern of this paper.

THE ECONOMICS OF STANDARDS

When an institution decides to follow a set of standards, it should also decide to take all the necessary actions to fulfill the requirements. Following the requirements entails that the organization should set aside a sufficient budget for this. Library standards, for example, require a number of journal subscriptions for a particular number of enrollees or in another case, that particular services or equipment be present. This may be one of the reasons why HEIs are contented with complying with the minimum requirements rather than submit themselves to accreditation for quality assurance.

ACADEMIC LIBRARIES

Academic libraries are dependent on the academic institution of which they are part. They formulate their mission, vision, goals and objectives based on the mission, vision, goals and objectives of their parent organization. They plan activities in congruence with the plans of the academe. And they support the academic and research needs of the students and faculty members of the academe. As stated by Budd (1998), “the academic library is part of the politics, part of the culture and part of the response of its parent institution, whatever affects higher education, affects academic libraries” (p.6). He then enumerates the changes that academic libraries face and these include: changes in financial support, changes in curricula and programs and changes in demographics of students. In addition it can safely be said that changes in technology and the exponential growth of information also affect academic research practices and, of course, the delivery of library services.

Digital technology paved the way for new information sources and formats. It has also changed the way by which information is used, delivered and processed. Aside from issues in organization, storage and retrieval, a greater issue that confronts academic libraries today is “on how to remain relevant in the digital era, mindful of low budgets and resentment on the part of institutional administrators” (Anunobi & Okoye, 2008, p.1). Seemingly, some would argue that libraries would soon become extinct due to the proliferation of the Internet.

Van Reenen (2001) in a later study shows these factors that brought about changes in library practice: decrease in the purchasing power of academic libraries, increase in the borrowing between libraries, and continued pressure on library budgets due to inflation. Troll (2002) also discussed in-depth the said changes that beset academic libraries and stressed the fact that the reasons for the changes are not clear since some variables were overlooked in the process of identifying the changes. He pointed out that “traditional library performance measures do not cover the full scope of how libraries are changing or explain why these changes

are occurring” (p. 101). He argued that traditional library performance measures should be coupled with an in-depth analysis of the environmental factors that influence library use in order to have a clearer understanding of the changes in the library setting.

History would show that academic institutions encountered changes similar to what is observed today. History would also show that measures of evaluating performances and services have also been changing. The following section would show a brief account of library standards in the US, including the standards developed by library associations and accrediting bodies.

STANDARDS FOR ACADEMIC LIBRARIES

In the US, the 60s through late 80s saw a rise in the literature of standards for libraries. A wealth of information can be seen in the October 1972 issue of *Library Trends*. Hirsch (1972), in his introduction to the volume, said that the efforts toward the formulation of standards “have not always resulted in precise standards but, at times, in somewhat vaguer guidelines” (p.159).

There have been measures of evaluating the performance of libraries or measures by which libraries can be judged as good. These performance evaluation measures became standards when library associations and/or accrediting agencies have decided to adopt these measures to become standard measures. These standards were based on best practices of existing libraries then.

Watkins (1972) discusses the development of university library standards which he describes as slow in coming due to the varying practices of universities in terms of administration and the practices of their libraries resulting from the differing view points on matters like the size of the collection or even the titles of materials for inclusion in the collection. College libraries, however, were first to come up with standards. These were formulated by the Association of College and Research Libraries (ACRL) in 1959. Thereafter, the joint committee of the Association of Research Libraries (ARL) and ACRL were able to formulate standards for university libraries which appeared in 1969 as University Library Statistics. These prescribed criteria for “financial support, resources

of various types, personnel, space for books, readers and staff, and aspects on public service” (p.195-196). These criteria were based on the existing practices of selected libraries in the US and Canada. Among these proposed criteria for excellence was a requirement of 2,000,000 volumes in the total collection and at least 100,000 volumes addition yearly. Accrediting associations, as described by Watkins, have also formulated their standards but these are more applicable to small college libraries. He concludes that these standards should undergo continuous revision since conditions for libraries will inevitably change.

Brown (1972) outlines the development of standards for college libraries. According to him standards for college libraries already existed as early as the 1920s. These early standards set criteria for “library income, book stock, annual appropriations for books and other factors” (p.206). Standards for college libraries were borne out of the collaboration of professional library associations and accrediting associations. Issues as to the importance of qualitative and quantitative criteria have been discussed with provisions properly formulated.

Rohlf and Shird (1977) have provided and captured the essence of a library standard as:

The criteria by which... library services may be measured and assessed. They are determined by professional librarians in order to attain and maintain the objectives they have set themselves. Standards may be interpreted variously as the pattern of an ideal, a model procedure, a measure for appraisal or stimulus for future development and improvement, and as an instrument to assist decision and action not only by librarians themselves but by laymen concerned indirectly with the institution (p.20).

In other words, these are initially measures of performance and when professionals so decide to make these as “the measures of performance” then these become the standard. As Lynch (1982) has stated “standards for libraries generally are used for purposes of evaluation. Thus, the task for designing a set of standards becomes

the task of designing an instrument of evaluation” (p. 46). It can also be said that the primary objective for setting standards would be the improvement of services. Weiss (1982) said that decisions derived from results of evaluation relate to how a library would: continue a program, institute similar programs elsewhere, improve its practices, add, drop or change specific program strategies and techniques, allocate resources among competing programs and accept or reject a program approach or theory.

It has been observed that a common practice in the formulation of standards is for these organizations to look into the best practices of existing libraries and make these benchmarks for evaluation (Downs & Heussman, 1970). In a more recent study, the same practice of referring to the best practices and making these a basis for standards formulation was done in Taiwan (Chiang & Ya-chi, 2001). It is also observed that even when there was a move to have uniform standards across institutions, there were different standards for universities and colleges.

A number of studies were done in relation to standards for libraries and these focused on varied concerns. Lynch (1982) traced the development of university library standards and also presented its perceived usefulness by library directors. At that time, the directors were aware of the standards and they support the revision of the standards. In the same paper, she reports the development in university library standards with the Smith Committee in 1975 where they put to test three quantitative formulas: Washington State Formula (1968), collection development formula by Voight (1975), and regression formulas by Baumol and Marcus (1973). These were proposed to become standards for libraries but these were too quantitative and when applied to libraries nationally, these were too variable since sizes of libraries greatly varied. As such it was recommended that there should be more focus on "common techniques rather than quantitative standards" (Lynch, 1982, p.38).

Other studies have focused on specific measures of performance. All these studies, in a way, acknowledged that there have been changes along the way and that the existing measures of performance should be revised. Kania (1988) developed “a model set of regional accreditation library standards that encompasses

qualitative standards for accreditation purposes and suggested quantitative performance measures for local self-evaluation purposes” (p. 16). Dennison (2000) and Lesniaski (2004) presented alternatives for existing measures of good collection in libraries. Dennison recommends the use of tiered check lists and Lesniaski improved on brief tests of collections. Van Reenen (2001) also argued that the Association of Research Libraries (ARL) ranking is no longer an effective measure of library performance since this does not take into account the transition to “new types of products and services made possible by emerging technologies” (p.213). This only shows that standards for evaluating performances should be dynamic since it defeats the purpose of measurement if it does not measure what it should, which is the effectiveness of a library.

The ALA and ACRL and other organizations continue to revise their standards. ACRL (2004) standards for libraries in higher education measure the following : inputs, outputs and outcomes as measures of effective library services. Gratch-Lindauer (2002) reports that regional accreditation standards have revised their measures to also include outcomes since “the improvement of student learning and institutional effectiveness” (p. 14) should be the primary concern of any assessment activity.

INPUTS, OUTPUTS AND OUTCOMES

It is a given fact that library standards measure inputs and outputs such as what a library has in terms of titles and volumes of books and periodicals (as inputs) or the number of times that these have been borrowed by users and the number of reference questions answered by librarians (as outputs). Inputs and outputs may both be qualitative and quantitative performance measures of libraries.

With the declining support that libraries get from their parent institutions, there is a tendency that they cannot meet the demands of the standards. Academic libraries are limited by the fact that they operate on collected library fees. With this limitation, they can also be constrained in fulfilling the input demands such as journal and periodical subscriptions, book acquisitions and access to

other forms of information. They can also be limited in fulfilling output demands since there is the possibility of lack of budget for staff – professional or paraprofessional – who serve the information needs of the users. Aside from this, output measures such as number of book loans or number of users visiting the library may not be actually a measure of the actual use of print resources. Photocopying services are prevalent in universities, therefore, even when only one student borrows a particular book, other students may benefit from the information from the book through photocopying. Decrease in the number of students going to the library may be attributed to the prevalence of ICTs. Aside from the growing dependence of students on the Internet, students are also dependent on sharing of information such as lecture notes, reports, and the like through e-mail or e-groups. Teachers also make use of ICTs where they podcast their notes or lectures, share files through e-mail or upload these in their websites. In this sense, students are still users of information but not in the traditional way of going to the library and reading from a book and making notes in a piece of paper. Students have laptops, i-Pods, smart phones, and PDAs which they use to access, store, and share information with. Librarians should not be mere spectators in this phenomena and allow themselves to become extinct but rather, take an active part in educating the students in the responsible use of information. This can be done through user education programs or information literacy programs. However, it seems that it is no longer enough to say that the library has an existing information literacy program or to say that there have been a number of user education programs as measure of quality service in the library. Rather, it is more fitting to determine how effective these programs have been.

A more recent addition to these two –input and output measures- would be the evaluation of outcomes or as defined by ALA “the ways in which library users are changed as a result of their contact with the library’s resources and programs” (ALA, 1998, para. 13). According to Gratch-Linduer (2002) the most important reason for assessing outcomes is to determine the library’s contribution in the teaching and learning process. He looked into the revisions in accreditation standards and determined

that those that have been revising standards since 1998 give more emphasis on the assessment of student learning.

Although some would argue that it is difficult to measure outcomes, these would be more fitting performance measures and would definitely identify the place of the library in the academic institution – whether they are being valued by teachers and students alike or otherwise. The following are some of the ways by which outcomes are measured based on the ACRL standard: a) how the library staff and administration of the institution understand the mission statement, b) how the library incorporates the mission of the institution with the library's goals, c) how the library measures the outcomes. Matthews (2007) has shown that it is indeed possible to measure outcomes in the academic library setting with the following factors: student learning, teaching and research as they access the print and/or electronic collection, avail of reference services and instruction programs. Although these are not the simple questionnaire type of assessments or measures, or frequency counts like that of library visits, these can be done. For example, evaluating the term paper of students who underwent information literacy programs would determine the impact of the program – it would tell whether those who attended have better papers/grades or not. This is to refute the claims of those who resist evaluation arguing that “effects of library services are so intangible that it is impossible to determine objectively whether or not the library's goals have been met” (Orr, 1973, p. 316).

STANDARDS FOR ACADEMIC LIBRARIES IN THE PHILIPPINES

In the Philippines, the CHED and accrediting agencies have specific standards for libraries. Library associations like the Philippine Association of Academic and Research Librarians (PAARL) also have set standards and lately, the Board for Librarians (BFL) of the Professional Regulation Commission (PRC) has formulated a set of standards for academic, public, special and school libraries. However, these standards from the BFL are still in the proposal stage.

This section presents the library standards set forth by CHED, PAASCU, PACUCOA and PAARL noting their similarities and differences. CHED imposes minimum requirements for libraries and these should be complied with for the HEIs to receive government recognition of the program or course. Accreditation standards such as those of PAASCU and PACUCOA, on the other hand go beyond the minimum requirements. Arcelo (2003) clearly shows the relationship between the minimum standards set forth by CHED and the accreditation standards by accrediting bodies and he says that “accreditation is a quality management mechanism that occurs in adjunction to the minimum requirements of quality that are stipulated for institutions and programmes, and verified by the (CHED)” (p. 16). He also makes clear that there are other mechanisms for quality assurance and that accreditation is just one of them.

CHED Minimum Requirements

There is no single document that stipulates the minimum standards for academic libraries from CHED; rather the standards are in the various curricular guidelines in the form of memoranda. These curricular guidelines vary in terms of their content and organization and also the requirements they impose upon libraries. In general, these curricular guidelines focus on curricular offerings, requirements for classroom instruction, faculty qualifications and to some extent, facilities for laboratory and other student services like the library. Some guidelines have very specific requirements for libraries to include the titles of required texts to be included in the collection (BSLS). Others are very specific on the distance of the library from classrooms and laboratories (Engineering Education) as well as the number of periodicals/journals and journal titles and non-book resources that the library should have. For some, like the guidelines for Architectural Education, Hospitality Management and BS Accountancy programs, there is no mention of library requirements at all. (Please refer to Appendix I for the matrix of the minimum library requirements per program).

There are varying requirements for libraries set by each of the guidelines. For example, seating capacity is set from 5% (as

required for IT and Engineering education) to 20% (as required for Teacher education) of the total population. The other guidelines generally stated space requirements as “adequate reading space”.

These also have varying collection requirements. Agricultural Engineering program requires the library to have two (2) textbook titles per GE subject and general engineering books while three (3) titles are required for every professional program. Engineering education also requires two (2) non-duplicating technical and professional books per subject. Medical technology and Interior Design education also require two (2) titles of current editions of medical technology books. The rest – Teacher Education, Library and Information Science Education, Dental Education, and IT education require five (5) titles per subject. It should be made clear here that these guidelines did not explicitly stipulate for these titles to have a definite number of copies per title, as is commonly practiced in acquisition especially for those applying for new programs, except for BS Forestry (5 copies each of standard reference in forestry), Nursing Education (5 copies for frequently used materials) and Dental Education (5 copies of basic textbooks used in the subjects).

These guidelines all require that the library be managed by a full-time licensed librarian. Somehow, these differ in terms of staffing requirements and provisions for library services. Engineering education requires that the library be open for 12 hours, while the others require 8 hours (Medical Technology Education and Dental Education) while others are not specific about these except for general statements such as “open and accessible beyond class hours” (Nursing Education) and “open at reasonable hours” (Business Education). Some are very specific in requiring libraries to having non-print resources and access to internet.

Some of the provisions can be seen as similar with accreditation requirements like the periodical/journal requirements of the Nursing Education program where they require: 50 periodical/journal titles for an enrollment of 1000, 75 titles for an enrollment of 1000-3000, and 100 titles for an enrollment exceeding 3000.

There is also little or no mention of electronic sources such as on-line journals except for BSLS and BSIT. However, majority of the guidelines require Internet connection so that the students will have access to other information sources. For electronic sources (i.e., databases subscribed to, open access journals, etc.) there are also no specific guidelines as to how these would fit in the existing requirement on the number of journal titles subscribed to.

It is evident that there are more input measures than output measures in the CHED minimum standards for libraries. More so, there are no outcomes assessments in these. Even when there are no stated outcomes assessments in the minimum requirements, libraries should take it upon themselves to design their own assessment of outcomes for them to be more significant in the academic environment.

Standards for Academic Libraries (PAARL)

The Philippine Association of Academic and Research Librarians (PAARL) provided guidelines on how academic libraries, whether university or college, should be administered, organized and improved. This, too, has undergone several revisions due to the changes in tertiary education. The earliest version of the standard was the answer to the findings of the study on the status of libraries conducted by the Fund for Assistance to Private Education (FAPE) and the Bureau of Higher Education. According to the study there is a need to have a Tentative Library Standards for Private Higher Education. This was presented to the Philippine Library Association in 1977. It was later on revised in 1988, since there was a felt need to upgrade the standards to satisfy the needs of higher education, by the PAARL. The resulting work was known as the DECS Library Standards for Tertiary Education. Then a series of workshops spearheaded by PAARL were done from 1995 to 1999 to update the library standards and produced revisions to become the PAARL 2000 Standards for Academic Libraries (PAARL, 2000a).

Similar with the minimum requirements of CHED, the standard calls for inputs like collection development plans, qualification of staff and their responsibilities, funding and other

sources of funds, number of books, journal and periodical subscriptions, space and furniture requirements and services rendered. (Please refer to Appendix II for the PAARL Requirements for Libraries).

It should be highlighted however that user education relating to the use of library resources is emphasized in the standard. The provision of services to promote efficient use of information by the clients is also emphasized. Although there is a number of provisions for electronic resources such as CD-ROMs and online databases, and even Internet, it is not clear as to how these can “replace one or more of the library requirements” (PAARL, 2000b, p.2).

Again, there are more input measures in the PAARL standards than output with no mention of outcomes.

Standards for Academic Libraries (PAASCU and PACU-COA)

The accreditation standards for libraries of PAASCU are discussed together with PACU-COA standards since these are both for private HEIs. A separate set of standards for state colleges and universities are being enforced by the Accrediting Association of Chartered Colleges and Universities of the Philippines (AACUP). PAASCU and PACU-COA have similar areas being evaluated in the library and these include: administration and organization, collection, staffing, funding, physical set-up, services and use.

The PAASCU was established on December 2, 1957, its initial members are private sectarian (primarily Catholic) schools and later included non Catholic schools and also non-sectarian schools. PACU-COA on the other hand was established in 1973 when the Philippine Association of Colleges and Universities constituted its Commission on Accreditation (Picache, 1995).

The library standards for PAASCU are stipulated in their accreditation instrument where the first part is the extensive explanation of the requirements and the second part is the evaluation tool. The PACUCOA minimum standards are juxtaposed with the DepEd/CHED minimum library standards. However, they have other requirements indicated in the suggested exhibits in their accreditation instrument. There are also some

requirements which were not indicated in the minimum requirements and in the suggested exhibits that were stated in the one page evaluation instrument. The two accrediting bodies have similar requirements as to qualification of librarians and staff, collection for books and subscription to journals, physical set-up and furniture requirements and the like. (Please refer to Appendix II for the PAASCU and PACU-COA requirements). Both focus more on inputs than on outputs and no mention for outcomes.

CONCLUSION

Inputs such as number of collection, qualification of staff, physical set-up and required services are equally important as outputs such as the participation of the library in the planning and other activities of the institution, the number of services rendered, etc. However, in times when the place of the library in the overall operation of the educational institution is in question because of the pervasiveness of information, assessment of outcomes of library services should serve as proof of the importance of the library.

The standards have not yet accounted for the changes brought about by information technology aside from the requirements to have Internet connection in the library and the requirement to include CD Roms and other electronic resources in the library collection. There is no mention as to how these electronic collection can complement other requirements such as books and journal collections. The technology nowadays can enable librarians to purchase per article instead of subscribing to the whole journal. It should be acknowledged that there are so many journals in different fields that can be included in the collection but which the libraries cannot subscribe to since these are expensive. Other ways should be explored in order to satisfy information needs and also to satisfy measures of excellence. There is also the issue on open access journals versus subscribed journals where it is not clear whether standards would allow open access journals to be included in the collection or not.

Since it is not specific and clear in the standards, academic libraries have not been focusing much on their teaching functions.

Librarians should be vigilant in teaching the users in evaluating the information that they get from the Internet since there is too much dependence on this. Also, the teaching function would give more meaning to librarianship in this day where there are other sources of information than the library.

It is high time that standards for Philippine academic libraries be revised and outcomes measures be incorporated. An interesting example and a possible start: all standards require librarians to have academic status (input) and as an output, librarians should do research and/or perform teaching functions in the library or even outside the library. As a measure of outcome, the perception of faculty members should be determined as to whether they consider the librarian to be at par with them as faculty members along with the degree of trust they give to the librarian in terms of teaching.

However, even when the standards have not yet been revised, librarians should start with their own institutions and design assessment plans for their services. After all, this is the ultimate justification for the continuation of the programs of the library. This would also lead to an increase in the support given by students, faculty members and administrators of the institution.

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APPENDIX I
CHED Minimum Library Requirements as Stipulated in
Individual Program Guidelines

Architectural Education (CMO 13 s1999)

No stipulated provisions in the Program Guideline as regards Seating Capacity/Physical Set-Up, Book Ratio, Journals, Staffing, Organization, Services and Funding.

BS Agricultural Engineering (CMO 4 s2001)

Criteria	Provision(s)
Seating Capacity /Physical Set-up	10% of the combined population of students and faculty
Book Ratio	At least 2 textbook titles for GE and General Engineering subjects; At least 3 for major subjects
Journals	2 current agriculture titles (one local and one foreign)
Staffing	- none -
Organization	- none -
Services	- none -
Funding	- none -

Business Education (CMO 26 s2001)

Criteria	Provision(s)
Seating Capacity /Physical Set-up	- none -
Book Ratio	“should be in proportion to the enrollment and needs of students”
Journals	“substantial number of journals and other professional publications”
Staffing	“should be adequately staffed”
Organization	Universally accepted classification system, card catalog or computer based system; Open shelf

Services	Should conveniently located and should be open at reasonable hours
Funding	- none -

BS Forestry (CMO 48 s1998)

Criteria	Provision(s)
Seating Capacity /Physical Set-up	- none -
Book Ratio	At least 2 textbook titles for GE and General Engineering subjects; At least 3 for major subjects Five copies each of standard reference in forestry
Journals	Journals such as FAO, IUFRO, ITTO
Staffing	- none -
Organization	- none -
Services	- none -
Funding	- none -

BS Hospitality Management (CMO 31 s2001)

No stipulated provisions in the Program Guideline as regards Seating Capacity/Physical Set-Up, Book Ratio, Journals, Staffing, Organization, Services and Funding.

Engineering Education (CMO 25 s2005)

Criteria	Provision(s)
Seating Capacity /Physical Set-up	Separate engineering library; for a multi-program setting, the eng'g collection should be made separate from the collection of other programs; Should be located w/in 200m from : eng'g laboratory, eng'g classrooms, eng'g faculty room; Should accommodate 5% of max school attendance of eng'g students
Book Ratio	2 technical non-duplicate books per technical subjects (at least 10yrs copyright); 2 professional non-duplicate books; 50% of eng'g and technical books should have copyright

	of the last 15 years;
Journals	2 specialized engineering journals; 1 general interest technical journal per curricular area
Staffing	If separate from the main library, should have a licensed librarian with adequate number of staff trained in library science; Head librarian should participate in eng'g faculty meetings and participate in the planning;
Organization	- none -
Services	Should be open not less than 12 hours per school day; Inter-library cooperation – use of materials, cooperative acquisition; Library orientation; System of announcement of acquisition (once or twice a month); Preservation of resources; Photocopying services; Internet access;
Funding	Library fee exclusive of salaries

BS Medical Technology Education (CMO 8 s1998)

Criteria	Provision(s)
Seating Capacity /Physical Set-up	Should be clearly defined as the medical technology section
Book Ratio	Should have relevant resources; Adequate quality and quantity; Availability of 2 titles of current edition of med tech books, pamphlets, monographs and serials specifically used as basic reference reading materials for the course/subjects; Should have 1 copy of basic textbook for every 25 students enrolled in the class; Quantity of books and reference materials should be in proportion to the enrollment
Journals	Subscription to 2 international journals; 2 local journals; health science journals
Staffing	Managed by a full time licensed librarian

Organization	- none -
Services	Should be open 8 hours a day
Funding	Library fee exclusive of salaries Library fees should be used for the acquisition of materials and library improvement

BS Nursing (CMO 30 s2001)

Criteria	Provision(s)
Seating Capacity /Physical Set-up	Adequate space for housing the collection; Accessible to members of the faculty and students; Facilities should be attractive and designed to provide safety and promote operational efficiencies and effectiveness of use; Suitable space for staff workroom, lounge and offices; Size of library building shall take to account the total population, collection etc.;; Well lit, properly ventilated and aesthetically attractive and properly maintained
Book Ratio	5 copies of frequently used materials (textbooks); for reserve materials – one copy for every 25 students; CD roms and other databases may supplement the collection; Extensive filipinana collection – separate from the general collection for purposes of identity, preservation and functionality of use; Regular weeding program
Journals	50 periodicals for 1,000 students; 75 periodicals for 1,001-3000 students; over 3,000 – 100 periodicals
Staffing	Full time registered librarian; Ratio of librarians with clerical and other support staff depends on the range of services and total workload of the library; First 500 students – 1 full time librarian and 3 support staff; For every additional 1,000 – one additional full time librarian (or a major fraction thereof);
Organization	- none -
Services	Internet services should be available to supplement the

	library's information resources; Open and accessible beyond class hours;
Funding	Library fee exclusive of salaries Library fees should be used for the acquisition of materials and library improvement

BS Physical Therapy Occupational Therapy CMO 7 s1998

Criteria	Provision(s)
Seating Capacity /Physical Set-up	Adequate library space
Book Ratio	5 copies of frequently used materials (textbooks); for reserve materials – one copy for every 25 students; CD roms and other databases may supplement the collection; Extensive Filipinana collection – separate from the general collection for purposes of identity, preservation and functionality of use; Regular weeding program; Collection should include basic and reference materials relevant to liberal arts, medicine, PT and OT subjects; Collection should progressively grow in accordance with the expansion plans of the institution; PT/OT students should have access to science collection; A minimum of 5,000 volumes of relevant books published within the last 5 years; The institution must ensure the availability of at least 50 books, pamphlets, monographs, for reference of the PT/OT subjects; 1 copy of the textbook in use for every 10 students enrolled but unable to procure these books
Journals	Subscription to adequate number of journals and periodicals; Subscription to 1 PT/OT journal of international circulation;
Staffing	- none -
Organization	- none -
Services	Adequate multi-media / av collection collection
Funding	- none -

Teacher Education CMO 11 s1999

Criteria	Provision(s)
Seating Capacity /Physical Set-up	Adequate reading space for the student population which can accommodate 15-20% of the population at one time;
Book Ratio	5 titles per subject ; 20% of the total book collection should have been published in the past 4 years;
Journals	2 local and 2 foreign publications
Staffing	- none -
Organization	Open shelf system
Services	Provision of Internet services, CD Rom and other non-print materials
Funding	- none -

BS Accountancy CMO 26 s2001

No stipulated provisions in the Program Guideline as regards Seating Capacity/Physical Set-Up, Book Ratio, Journals, Staffing, Organization, Services and Funding.

BS Library Science CMO 8 s2005

Criteria	Provision(s)
Seating Capacity /Physical Set-up	Adequate reading space for the students; Accommodate 10-15% of the student enrollment
Book Ratio	5 titles per subject; 20% of the total book collection should have been published in the past 5 years; (includes a list of references per subject offering labeled as recommended textbooks)
Journals	3 journal titles in library and information science
Staffing	- none -
Organization	- none -
Services	Able to provide print and non-print materials, electronic resources, on line databases and Internet access
Funding	- none -

Interior Design Education CMO 18 s1995

Criteria	Provision(s)
Seating Capacity /Physical Set-up	Adequate reading space for the students; Accommodate 10-15% of the student enrollment
Book Ratio	2 titles of books per professional subject published within the last 5 years
Journals	2 international and 1 local journal/magazine subscription
Staffing	Administered by a professional librarian and an assistant librarian when necessary
Organization	- none -
Services	- none -
Funding	- none -

Dental Education CMO 5 s2001

Criteria	Provision(s)
Seating Capacity /Physical Set-up	- none -
Book Ratio	5 titles of current edition of dental books and other materials used as reference; 5 copies of basic textbook used in the subjects specified in the curriculum; 3 references with 4 copies each
Journals	10 titles of international journals in the field and also in health sciences
Staffing	Managed by a full time licensed librarian
Organization	Collection whether separate library or in the main library should be identified as dental collection
Services	Library should be open at least 8 hours a day without prejudice to increasing the number of hours upon the discretion of the institution; Should have – VHS and TV monitor, 2 PCs for use of dental students, photocopier, CD Roms per subject or its equivalent; Dental library should be part of the institution's website

Funding	Library fees should be used solely for the acquisition of materials and other expenses toward the improvement of the library
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Master in Agriculture CMO 12 s2002

Criteria	Provision(s)
Seating Capacity /Physical Set-up	20% of the combined total of graduate students and academic staff
Book Ratio	5 titles of current edition of dental books and other materials used as reference; 5 copies of basic textbook used in the subjects specified in the curriculum; 3 references with 4 copies each 5 titles of graduate reference book per subject offered which have been published in the last 10 years
Journals	Subscription to at least 2 peer reviewed professional journal
Staffing	- none -
Organization	- none -
Services	Access to CD Rom, Internet and other educational technologies
Funding	- none -

IT Education CMO 53 s2006

Criteria	Provision(s)
Seating Capacity /Physical Set-up	Should have a seating capacity of at least 5% of the total enrollees
Book Ratio	5 titles per professional course and 1 volume per course of a particular year of the curriculum for every 10 students enrolled in that year; 20% of the books should have been published within the last 4 years; should include more reference and textbooks rather than vendor specific books; For initial offering, IT books for the first three years should be present in the library, for program recognition,

	all books for all the year levels should be provided
Journals	2 publications per program; Paid online/digital subscriptions to at least 20 titles can be a substitute for journals and magazines provided that these can be readily accessed by the students, faculty and staff.
Staffing	1 full time licensed librarian who shall participate in faculty meetings and other activities and shall serve as member of the educational planning committee and closely work with the Dean or Department Chair in the collection development of the ITE program
Organization	- none -
Services	Access to manuals for programming languages and computer systems, as well as documentation materials related to the development and use of systems that were purchased by the HEI; Provision of Internet terminals; Access to electronic materials
Funding	- none -

Radiologic Technology Education CMO 6 s2001

Criteria	Provision(s)
Seating Capacity /Physical Set-up	Adequate reading space, lighting and ventilation in proportion to the student population
Book Ratio	3 titles of books per professional subject
Journals	2 publications per program; Paid On line/digital subscriptions to at least 20 titles can be a substitute for journals and magazines provided that these can be readily accessed by the students, faculty and staff. Shall subscribe to relevant journals and relevant scientific publication
Staffing	A librarian duly licensed by the PRC shall be employed
Organization	- none -
Services	- none -
Funding	- none -

Appendix II

PAASCU, PACU-COA and PAARL Standards for Academic Libraries as Derived from their Accreditation Guidelines and Accreditation Instruments

Area: ADMINISTRATION

PAASCU Requirements (from guidelines)	PACU-COA Requirements	PAARL Requirements
<ul style="list-style-type: none"> ● College/university library should be administered by a full time qualified librarian under a clearly drawn organizational set-up 	<ul style="list-style-type: none"> ● Qualified full time librarian ● Clear organizational chart 	<ul style="list-style-type: none"> ● College/university library should be administered by a licensed, full time librarian under a clearly drawn organizational set-up
<ul style="list-style-type: none"> ● For University libraries – full time librarian with Masters degree in Library Science and minimum of 3 years library work experience ● For college libraries – full time head librarian with Bachelor in Library Science and minimum of 3 years library work experience 	<ul style="list-style-type: none"> ● For University libraries: MA/MS in Library Science with license ● For college libraries – Full time Licensed librarian with a relevant MA/MS degree* 	<ul style="list-style-type: none"> ● College librarian should have a Bachelor's degree in Library Science and 3 years successful library work experience ● University librarian should have a Masters degree in Library Science and 5 years successful library work experience at a supervisory level
<ul style="list-style-type: none"> ● Should be appointed by the President and reports directly to him or the chief academic officer 		<ul style="list-style-type: none"> ● Should be appointed by the President or the highest academic officer and report directly to the president or highest academic officer

* found in the rating instrument of PACU-COA

<p>PAASCU Requirements (from guidelines)</p>	<p>PACU-COA Requirements</p>	<p>PAARL Requirements</p>
<ul style="list-style-type: none"> ● Faculty-library committee should serve as main channel of communication between the library and its users 	<ul style="list-style-type: none"> ● Active faculty-library committee is maintained which supports it in terms of collection development and improvement of its services* 	<ul style="list-style-type: none"> ● A library committee comprising of representatives of the student body, members of the faculties, the college or university's administration, and the chief administrative officer of the library, who shall act as ex-officio secretary of the committee, shall serve as an advisory body on matters pertaining to collection development and use
<ul style="list-style-type: none"> ● Librarian should have academic status, participate actively in curricular, instructional and research matters, 	<ul style="list-style-type: none"> ● Active involvement of librarian in curricular, instruction and research matters 	<ul style="list-style-type: none"> ● College/university librarian should have academic status and shall participate actively and interact with the faculty on curricular and instructional matters, and research activities
<ul style="list-style-type: none"> ● Should have a long-range development plan. ● Should have written policies and procedure manuals on the internal library administration and operational activities 	<ul style="list-style-type: none"> ● Existence of a library development plan, manual of policies and procedures ● The library maintains up-to-date written policies and manuals that define its internal administration and operations* 	<ul style="list-style-type: none"> ● Should maintain written policies and procedures manuals covering its internal administration and operational activities, such as a cataloging manual, circulation procedures, collection development policy, and the like, which shall be reviewed regularly.
<ul style="list-style-type: none"> ● Should keep essential accurate statistical data on its holdings and 	<ul style="list-style-type: none"> ● Statistical data on holdings and services 	

PAASCU Requirements (from guidelines)	PACU-COA Requirements	PAARL Requirements
services		
<ul style="list-style-type: none"> ● Should prepare and submit periodic reports and other documents to show accomplishments, problems, needs and plans for development 	<ul style="list-style-type: none"> ● Report on accomplishments 	<ul style="list-style-type: none"> ● Librarian shall submit a written annual report informing the administration and its users on its activities, accomplishments, problems and needs, and its plan of development.
<ul style="list-style-type: none"> ● Shall participate in inter-institutional consortia, regional/international activities to enhance resources and reduce operating costs 	<ul style="list-style-type: none"> ● Participation in inter-institutional consortia regional/international activities 	<ul style="list-style-type: none"> ● As far as possible, the library shall get involved in professional activities, regional, national or international, participate in resource sharing or networking activities, and utilize cooperative library programs to enhance its resources and services and to reduce operating costs, subject to institutional policies
		<ul style="list-style-type: none"> ● The library shall maintain a systematic and continuous or regular program for its self-improvement in connection with collection development, physical facilities improvement, and staff development.

Area: COLLECTIONS

PAASCU Requirements (from guidelines)	PACU-COA Requirements	PAARL Requirements
<ul style="list-style-type: none"> ● Active participation in the selection of materials 		<ul style="list-style-type: none"> ● Collection development is the joint responsibility of the faculty and librarian
<ul style="list-style-type: none"> ● Extensive Filipiniana collection 	<ul style="list-style-type: none"> ● Extensive Filipiniana collection 	<ul style="list-style-type: none"> ● Extensive Filipiniana collection
<ul style="list-style-type: none"> ● Emphasis on quality rather than quantity 	<ul style="list-style-type: none"> ● Quality collection rather than quantity 	<ul style="list-style-type: none"> ● Emphasis is on quality not on quantity
<ul style="list-style-type: none"> ● Written collection development policy 	<ul style="list-style-type: none"> ● Written collection development policy 	<ul style="list-style-type: none"> ● There shall be a year-round and carefully planned program of selecting and procuring library materials ● Periodic review of the existing collection
<ul style="list-style-type: none"> ● Basic book collection of 6,000 well selected titles with an enrollment of 500 or less to support its educational programs 	<ul style="list-style-type: none"> ● Core book collection of 5,000 titles for a college and 10,000 for a university ● A quality core book collection of 10,000 titles is maintained* 	<ul style="list-style-type: none"> ● Core book collection of 5,000 well selected titles for college libraries and 10,000 for university libraries
<ul style="list-style-type: none"> ● Minimum of 2 selected titles should be provided for every student 	<ul style="list-style-type: none"> ● Minimum of 5 professional titles per student*; 	<ul style="list-style-type: none"> ● Minimum of 5 professional titles per student shall be provided
<ul style="list-style-type: none"> ● For reserve books, 1 copy for every 30 students 	<ul style="list-style-type: none"> ● For reserve books 1 copy per 25 students 	<ul style="list-style-type: none"> ● The provision of textbooks is not the responsibility of the library but a maximum of 5 copies of frequently used materials shall be provided ● For reserve books, 1 copy per 25 students

PAASCU Requirements (from guidelines)	PACU-COA Requirements	PAARL Requirements
<ul style="list-style-type: none"> ● Periodicals (local and foreign) <i>50 titles – 1,000 enrollees</i> <i>75 titles – 1,001-3,000 enrollees</i> <i>100 titles – 3,000 and more</i> ● Every major field should be covered adequately by relevant and appropriate journals and periodicals 	<ul style="list-style-type: none"> ● Periodicals (local and foreign) <i>50 titles – 1,000 enrollees</i> <i>75 titles – 1,001-3,000 enrollees</i> <i>100 titles – 3,000 and more</i> ● For every major field -6 titles of undergraduate concentration in the major field -6 titles for graduate course -10 titles for doctoral course ● Core periodical/journal collection of at least 100 titles are provided* 	<ul style="list-style-type: none"> ● Periodicals (local and foreign) <i>50 titles – 1,000 enrollees</i> <i>75 titles – 1,001-3,000 enrollees</i> <i>100 titles – 3,000 and more</i> ● Every major field should be covered by at least -3 titles of undergraduate concentration of major subject field - 6 titles of graduate concentration - 10 titles of doctoral work or equivalent
<ul style="list-style-type: none"> ● Books should be catalogued and classified according to an accepted system of classification ● Card catalog with author, title and subject entries should be maintained ● Complete periodical records with indexes 		<ul style="list-style-type: none"> ● The books shall be catalogued and classified according to an accepted standard of bibliographic description, and a system of classification. ● Periodicals shall be indexed ● The catalog shall be in a format (card or electronic) that permits concurrent or simultaneous use by users of the library. there should also be subordinate files, for bibliographic control and intellectual access to all library materials
<ul style="list-style-type: none"> ● Provision for binding, preservation and 		<ul style="list-style-type: none"> ● The library shall have a program for the care and

PAASCU Requirements (from guidelines)	PACU-COA Requirements	PAARL Requirements
conservation ● Weeding program should be regularly undertaken to maintain the quality of the library collection		preservation of its own collection. ● A regular weeding program shall be undertaken to keep the collection relevant and up-to-date, particularly in the fields of science and technology. A 3-5% replacement of older materials each year is recommended
	● Extensive electronic and other non-print collections are available to support the print collections*	● The availability of CD-ROMs and online databases may replace one or more of the library requirements, depending on the number of full-text titles/volumes contained therein. ● Available Internet connection

Area: PERSONNEL

PAASCU Requirements (from guidelines)	PACU-COA Requirements	PAARL Requirements
<ul style="list-style-type: none"> ● 1 full time librarian for the first 500 students; an additional 1 for every increase of 1,000 students 	<ul style="list-style-type: none"> ● 1 full time licensed librarian for the first 500 students; an additional librarian for every increase of 1000 students adequate support staff <ul style="list-style-type: none"> ● A sufficient number of qualified personnel and paraprofessional staff is available* 	<ul style="list-style-type: none"> ● 1 full time licensed librarian for the first 500 students and 3 support staff; an additional librarian for every increase of 1000 students adequate support staff
<ul style="list-style-type: none"> ● Types of personnel 1. Professional librarian 2. Support staff – <i>paraprofessional, clerical/ technical staff, student assistants</i> 	<ul style="list-style-type: none"> ● Types of personnel 1. Professional librarian 2. Support staff – <i>paraprofessional, clerical/ technical, student assistants</i> 	<ul style="list-style-type: none"> ● Types of personnel 1. Professional librarian (academic status) 2. Paraprofessionals : <i>Library technicians; Library assistant; Associate/ Research Associate; Support staff</i>
<ul style="list-style-type: none"> ● Head librarian works with personnel office in the recruitment, screening and selection of library staff ● Annual performance evaluation as basis for promotion and corresponding salary adjustment 	<ul style="list-style-type: none"> ● Head librarian works with personnel office for recruitment, screening and selection of staff <ul style="list-style-type: none"> ● Annual performance evaluation as basis for promotion 	<ul style="list-style-type: none"> ● Head librarian shall work in cooperation with the Personnel Office (or its equivalent) in the recruitment, screening and selection of library staff. ● Head librarian shall conduct an annual performance evaluation of all library personnel under his/her supervision as basis for their promotion and corresponding salary adjustment.

PAASCU Requirements (from guidelines)	PACU-COA Requirements	PAARL Requirements
<ul style="list-style-type: none"> ● Staff development program ● Participation in professional activities should be encouraged 	<ul style="list-style-type: none"> ● Staff development program ● Participation activities of professional organizations 	<ul style="list-style-type: none"> ● A continuing staff development program shall be provided with the corresponding financial assistance from the institution. (formal studies in the field of library or information science or any other relevant discipline, in-service training, seminar-workshops, and conferences) ● Participation in library and other professional associations and activities should be encouraged

Area: FINANCIAL SUPPORT

PAASCU Requirements (from guidelines)	PACU-COA Requirements	PAARL Requirements
<ul style="list-style-type: none"> ● Head librarian should prepare, justify and administer annual budget ● Adequate funds should be allocated for the maintenance and administration of the library ● All library fees should be used solely for library purposes 	<ul style="list-style-type: none"> ● Adequate funds for operation and maintenance ● Library fees used for collection development ● Annual budget for library – 5-10% of the total operating budget of the institution 	
<ul style="list-style-type: none"> ● Other ways for augmenting financial resources of the library should be explored 		

Area: SERVICES AND USE

PAASCU Requirements (from guidelines)	PACU-COA Requirements	PAARL Requirements
	<ul style="list-style-type: none"> ● Services of the library support the objectives of the institution* ● Comprehensive library services is available to its clientele* 	<ul style="list-style-type: none"> ● The services provided by the library shall be clearly related to the purposes of the institution. Generally, the library should provide a variety of services that support and expand the instructional, research and extension service capabilities of the institution.
	<ul style="list-style-type: none"> ● Internet access is available* ● Adequate number of computers with Internet access is provided* 	
<ul style="list-style-type: none"> ● Open shelf system should be encouraged to afford users greater accessibility 	<ul style="list-style-type: none"> ● Open shelf system 	
<ul style="list-style-type: none"> ● Coordination between library staff and faculty should be strengthened to promote effective use of the library by students 		
<ul style="list-style-type: none"> ● Professional staff should be available to provide adequate and efficient services at all hours that the library is open 	<ul style="list-style-type: none"> ● Availability of professional staff during class hours; 	<ul style="list-style-type: none"> ● The hours of access to the library shall be consistent with reasonable demand

<p>PAASCU Requirements (from guidelines)</p>	<p>PACU-COA Requirements</p>	<p>PAARL Requirements</p>
<ul style="list-style-type: none"> ● Library should be open for an uninterrupted period of a minimum of 10 hours daily from Monday to Friday and 4 hours on Saturday 	<ul style="list-style-type: none"> ● Library open for 10 hours daily Monday to Friday and 4 hours on Saturday 	
<ul style="list-style-type: none"> ● Photocopying service should be provided to enhance availability of reading materials 	<ul style="list-style-type: none"> ● Photocopying services are provided 	
<ul style="list-style-type: none"> ● Audio-visual services should be provided but should have the corresponding budgetary provisions and additional staff 	<ul style="list-style-type: none"> ● Audio-visual services are provided 	
<ul style="list-style-type: none"> ● Regular announcement of new acquisitions and periodical promotional activities; ● Inter-library loan arrangement should be provided through consortia agreement 		<ul style="list-style-type: none"> ● The library should strive, as far as possible, to enhance information access through networking, resource sharing, online information services, and use of technological advances. Interlibrary loan activities and document-delivery services, shall be encouraged for the purpose of increasing resources and extending cooperation with other libraries

Area: PHYSICAL FACILITIES

PAASCU Requirements (from guidelines)	PACU-COA Requirements	PAARL Requirements
<ul style="list-style-type: none"> ● Adequate space and appropriate facilities, accessible, strategically planned and functionally designed ● Separate library building for a university would be ideal 	<ul style="list-style-type: none"> ● Adequate space and appropriate facilities; accessible; strategically planned and functionally designed 	<ul style="list-style-type: none"> ● Adequate space ● Separate building for a university library ● Librarian should be consulted in the planning, building design and other architectural details
<ul style="list-style-type: none"> ● Adequate space to accommodate the reading and research needs of users ● Seating capacity of not less than 10% of the enrollment at 1.6 sq.m. per reader 	<ul style="list-style-type: none"> ● Adequate reading/research space; seating capacity of not less than 10% of the total enrolment at 1.86sq.m. per reader 	<ul style="list-style-type: none"> ● All library space shall be computed by assignable square feet (ASF) for library functions as specified below. Square feet are “assignable” only if they are usable for the function described Stack space = .1asf x no. of bound vols. Staff space = 50asf x no. of FT Librarians User space = 5asf x no. of FT Students (based on 5% of the population)
<ul style="list-style-type: none"> ● Shelves not more than 2.12 meters high 	<ul style="list-style-type: none"> ● Shelves not more than 2.12 meters high 	
<ul style="list-style-type: none"> ● Should be furnished with functional, well-designed standard furniture and equipment 	<ul style="list-style-type: none"> ● Standard furniture and equipment ● Well lighted, well ventilated and acoustically suited for quiet reading ● Aesthetically attractive 	<ul style="list-style-type: none"> ● The facilities shall be attractive and designed to provide safety, and promote operational efficiencies and effectiveness of use.

PAASCU Requirements (from guidelines)	PACU-COA Requirements	PAARL Requirements
<ul style="list-style-type: none"> ● Space provisions for photocopying, exhibits, displays and other special services 		
<ul style="list-style-type: none"> ● Readily accessible librarian's office with proper ventilation, lighting and other facilities 		<ul style="list-style-type: none"> ● Suitable space for staff workroom, offices, lounge, etc. should be available. If feasible, it is recommended that the formula to be used for staff space should be 50 ASF (or 7' x 7') x number of full-time librarian
<ul style="list-style-type: none"> ● Control and security measures for safeguarding the library should be carefully planned and implemented 		<ul style="list-style-type: none"> ● Control and security measures shall be provided for safeguarding the library.