THE IMPACT OF ACCREDITATION IN THE LIBRARY SERVICES OF RIZAL TECHNOLOGICAL UNIVERSITY

ROWENA A. PILA , ANGELINA P. RESURRECCION, IMEE L. RESSURRECCION
Mnadaluyong City Philippines

INTRODUCTION

As countries progress toward development, the availability of a competent human resource based becomes a determining factor of progress. Countries progressing from an agricultural economy to a manufacturing economy to a technological and knowledge economy recognize that an adequate supply of higher education graduates is a necessary pre-condition for achieving and sustaining advanced levels of development in this globalized, competitive, fast-changing world, as the tiger economies of Asia have proven.

To sustain in this challenges, the development of the accreditation movement in the Philippines was started. The right balance between government regulation, private sector-led accreditation, and adaptation to the requirements of the existing work environment should be constantly monitored. It is in this context that various efforts at establishing accreditation for quality have evolved.

Accreditation is a framework/approach to improve the quality of an educational institution along the different facets of its operations through self-survey and validation of an independent external/third party evaluator. There were several accrediting agencies/ bodies responsible for the operation such as Association of Christian Schools, Colleges and Universities - Accrediting Agency (*ACSC-AA),* Accrediting Association of Chartered Colleges and Universities in the Philippines *(AACUP),*Association of Local Colleges and Universities – Commission on Accreditation *(ALCU-COA),*Philippine Accrediting Association of Schools, Colleges and Universities *(PAASCU),* Philippine Association of Colleges and Universities – Commission on Accreditation (PACUCOA). Generally, all the members of accrediting schools or universities must undertake the same process: (1) a self-study using a survey designed to fit their organizational or program profile, followed by (2) an on-site review by a team of trained and experienced accreditors. The Commission on Higher Education (CHED) classification for accreditation is composed of four stages with corresponding benefits. Once the agency accepts and passes on the adequacy of an application, the Higher Education Institutions (HEIs) is then granted candidate status. Any shortcomings revealed by the initial studies are addressed by the school and a more formal

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self survey is undertaken. In addition, there are two types of accreditation it is classified into institutional accreditation and program accreditation. Institutional accreditation evaluates overall institutional quality while Program accreditation examines specific programs of study. This type of accreditation is granted to specific programs at specific levels. The focus of the evaluation covers a comprehensive ground, i.e., nine (9) areas starting from the philosophy, vision and mission, in the context of which, the other aspects of operations of a school are evaluated such as faculty, instruction, library, laboratories, physical plant and facilities, student personnel services, social orientation and community involvement and organization and administration. In this context, one of the aspects to be evaluated during the accreditation is the library. Thus, it is considered as the heart of the university who play a vital role to fulfill the institutions academic mission and in moving with that institution into the future. The library, which is still a combination of the past (print collections) and the present (new information technologies), that actually become the catalyst to transform into a more vital and critical intellectual center of life of the students, administration and faculty members in the colleges and universities today.

On the other hand, the library facilities are divided into two or more departments, each containing a number of related divisions. An assistant is appointed for each department. He administers the affairs of the department and reports to the chief librarian. Library services into units corresponding to such logical divisions of subject fields as humanities, social sciences and physical and natural sciences. Each subject division is provided with a reading room staffed by professional librarians or paraprofessionals with appropriate subject training. A collection of most frequently needed volumes is freely available to readers. Adjacent to the reading rooms are book stacks containing other books on the subject. The work of the circulation department in libraries organized along these lines is: considerably reduced, because it is concerned only with subjects not covered specifically by the various divisions. Reference questions are referred to divisional experts.

In other words, the library is one of the aspects of operation in the university that need to be evaluated during accreditation. Library evaluation is a powerful tool for management and change. It is an assessment to understand how well the services and facilities support or hinder the aims and activities of its users, managers and supporting institution. In addition, the evaluation of existing services and facilities of the library is a vital component to identify the current problems to management, service impact to technologies and to recommend ways to improve such service. Furthermore, the extent to which the user's needs are satisfied depends on the size and collection of the library, the adequacy and accuracy of the organization of its materials, the usefulness of its catalogs and finding tools in providing access to its collection, and the ability and cooperation of the library staff in bringing these materials (or information on these materials) to the attention of the users, and in maximizing the exposure of the users to these resources and to other library services. It is in this context that the researchers endeavored to assess the impact of accreditation in the library services of Rizal Technological University.

The researchers used Library services of Rizal Technological University as the local study since library is considered as the center for interactive learning to nurture the information needs of the students and faculty member through acquisition and organization of quality information. The library units of Rizal Technological University are the following, namely: College of Graduate School (CGS), College of Business and Entrepreneurial Technology (CBET), College of Engineering and Industrial Technology (CEIT), College of Arts and Sciences (CAS) under this is Astronomy, College of Education (CED) under this is the Laboratory High School Library (LHS), College of Nursing (CON), Institute of Physical Education (IPE), and College Library-Pasig Campus.

Books and other library materials are in support of the curricular offerings of the respective colleges/ departments. These materials are classified and arranged according to Dewey Decimal Classification Scheme. The Department of Libraries has several units and facilities that the clientele could access anytime 10 hours a day Monday through Friday and Saturdays. The library provides several facilities and services namely: General circulation, Filipiniana, Reference, Periodical, internet, media, theses, feasibility studies and dissertations. The Mission of the Department of Libraries is to provide access to information sources and services through a highly motivated team of staff guided by their in- depth knowledge of patron's information needs.

CONCEPTUAL FRAMEWORK

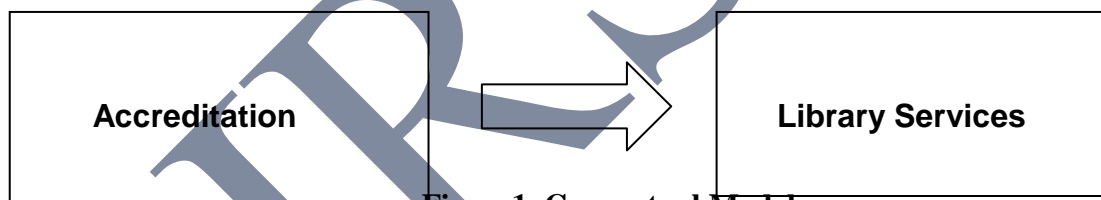Figure 1 presents the Conceptual model compose of accreditation and library services.

Figure1. Conceptual Model

The library is considered as the heart of the universities who fulfill the mission and vision of the institution, by means of accreditation it evaluates the strengths and weaknesses of the Library services of Rizal Technological University. The researchers used critical analysis on the documentary records gathered in the Dean's Office namely: College of Business and Entrepreneurial Technology (CBET), College of Engineering and Industrial Technology (CEIT), College of Arts & Sciences (CAS) and College of Education (CED). In addition, it also used Quantitative analysis through survey questionnaire in the validation of the data in order to find out the suggestion of the library users and the faculty members of Rizal Technological University.

Finally, through the suggestions of AACUP accreditors the administration had made several improvements in the library services to provide quality service among the student users and faculty members of Rizal Technological University.

STATEMENT OF THE PROBLEM

The objective of the study was to analyze the impact of accreditation in the library services of Rizal Technological University for the School Year 2013- 2014.

Specifically, the study sought answers to the following questions:

1. Based on accreditation, what are the strengths and areas needing improvement of the following library units and reading centers
   1.1. CAS- Reading Center
   1.2. CBET Library
   1.3. CEIT Library
   1.4. CED Reading Center

2. How do the library users assess the library services of Rizal Technological University in terms of:
   2.1. Facilities
   2.2. Collections
   2.3. Services
   2.4. Library Personnel
3. What are the recommendations of the AACUP accreditors for the improvement of Library facilities and services of Rizal Technological University in terms of :
   3.1. Facilities
   3.2. Collections
   3.3. Services
   3.4. Library Personnel
4. What improvements have been made as a result of AACUP recommendations by the following areas?
   4.1. Facilities
   4.2. Collections
   4.3. Services
   4.4. Library Personnel

SIGNIFICANCE OF THE STUDY

Accreditation is the tool used in the Higher Education Institution (HEIs) that helps maintain quality of academic programs and assures their continued enhancement through compliance with specified professional standards.

However, the result of accreditation is expected to serve as an indicator for the quality education, standards compliant and improvement of the library services for the satisfaction of the students and faculty member of the university.

To the Librarian this is a once in a lifetime opportunity for advancement not only of the physical plant and collection but also the career and economic status of the library staff.

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Further, intentions of this study are leaned towards educating graduate and undergraduate students and giving insights to the academe particularly those students who are taking up Library Information Science.

To the administrator, the findings of this study will provide an insight to improve and develop the library services of Rizal Technological University.

Finally, this study could serve as reference for other researchers in their studies in the same field of endeavour.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a review of related literature and thematic outline adopted for this study. These were derived through extensive research from books, journals, theses and other published and unpublished papers which cover the impact of accreditation in the library services of the university.

Defining Accreditation

Accreditation is a process which assures that education institution and their programs Meet appropriate standards of quality and integrity. It is a collegial process based on self-evaluation and peer-assessment for the improvement of academic quality and public accountability. Often accreditation is a voluntary non-governmental system of evaluation and helps in the assessment of the program's quality and continued enhancement through compliance with specified professional standards (ALA, 2002).

In the United States, the term "accreditation" is most often used with reference to schools and hospitals. Accreditation of these institutions is performed by private nonprofit membership associations known as accrediting agencies. These agencies which are consist of private educational associations of regional or national scope; develops evaluation criteria and conduct peer evaluations to assess whether or not those criteria are met. Institutions and/or programs that request an agency's evaluation and that meet an agency's criteria are then "accredited" by that agency (DOE, 2008).

While in the Philippines, accreditation is considered *a concept based on self-regulation which focuses on evaluation and the continuing improvement of educational quality, a process by which institutions or programs continuously upgrade their educational quality and services through self-evaluation and the judgment of peers.* A status is granted to an educational institution or program which meets commonly accepted standards of quality or excellence (PAASCU, 2006b). Accreditation is used as an indirect indicator of quality which may be used for differentiating programs and institutions in terms of quality (Tayag, 2005). At the same time, it is a means for promoting quality improvement (de Guzman, 2003). It is also a way of encouraging those schools adjudged to have attained desirable standards to do even better (Khoo, Majid, & Chaudhry, 2003). Simply put, accreditation is a means of stimulating and accelerating the institutional growth and development of schools desiring to achieve excellence, relevance, and

Effectiveness. Ultimately, the goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality. According to the Philippine Constitution (DepEd, 2008), Executive Order No. 202 in December 24, 1969 created the Presidential Commission to Survey Philippine Education (PCSPE). In 1970, PCSPE started to submit policy recommendations to both improve and strengthen the higher education in the Philippines. Among others, it recommended that schools should be encouraged to join or organize accrediting associations, and that a Federation of Accrediting Agencies of the Philippines be established. This recommendation was referred to as the *"Integrated Reorganization Plan (IRP)"*. Later on in accordance to the previous proposal, Presidential Decree No. 1 approved and adopted the IRP (Pearson, 2007a). Followed by Presidential Decree No. 6-A; *"Educational Development Decree of 1972"* (Law Phil, 2000) and Presidential Decree No. 1200; *"NEDA Five-Year Plan of 1977"* (Pearson, 2007b) both having the provisions that accreditation programs shall be one of the strategies to achieve education and human capital development goals. Consequently, these policies played a very crucial and important role in the legal basis of accreditation in the Philippines. In 1977, a non-stock, non-profit, non-governmental, umbrella organization called the Federation of Accrediting Agency in the Philippines (FAAP) was created to serve as the coordinating body with the government, which has the sole aim of upgrading the quality of Philippine education through voluntary accreditation. According to FAAP (2005), they are currently composed of three national accrediting associations for private educational institutions namely: the Association of Christian Schools and Colleges Accrediting Agency, Inc. (ACSC-AAI); the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU); and the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). For government owned institutions, the National Network of Quality Accrediting Agency (NNQAA) was organized and tasked as the one responsible for coordinating accrediting agencies which accredits government owned institutions (AACCUP, 2003a; PAPSCU, 2006). NNQAA is composed of two agencies namely: the Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACCUP) and the Association of Local Colleges and Universities Commission on Accreditation (ALCUCOA). In general, educational institutions in the Philippines should go through one form of accreditation which is

To be "recognized by the government". In addition to government recognition, private, voluntary accreditation by a recognized accrediting agency provides the opportunity for an educational institution to attain standards above those prescribed as minimum requirements by the government (PAASCU, 2006b).

On the other hand, Adelman (1992) stated that accreditation refers to *"a process of quality control and assurance whereby, as a result of inspection or assessment, an institution or its programs are recognized as meeting minimum acceptable standards"*. While, APA (2008) mentioned that *Accreditation is both a status and a process.* As a status, accreditation provides public notification that an institution or program meets standards of quality set forth by an accrediting agency. As a process, accreditation reflects the fact that in achieving

recognition by the accrediting agency, the institution or program is committed to self-study and external review by one's peers in seeking not only to meet standards but to continuously seek ways in which to enhance the quality of education and training provided.

All these reviewed literature of Tayag (2005) Adelman (1992) have significant bearing with the present study, more specifically in defining accreditation.

In sum up, through accreditation the institution or programs continuously upgrade their educational quality and services through self- evaluation and judgment of peer.

Measuring Techniques

There were several devises used to evaluate the performance of the library to achieve total quality management towards satisfaction of the user.

Pizer, I.H. and Cain, A. M. "Objective tests of library performance," Special Libraries, 59: 704-711, 2012. The researcher used random sample of 300 items, each of the 18 possible outcomes of a search is translated into an estimate of how long it would take for a user to obtain this item (the "delivery time"). The test resulted in the determination of a Capability Index, which ranges from a perfect score of 100 (i.e., if a user could obtain all the items in the search pool in 10 minutes or less, to 0 if none could be obtained. By means of random sampling and capability index, it evaluates the library collection most likely needed by the library user's population.

Drott, M.C. "Random Sampling: a tool for library research," College and Research Libraries, 30: 119-125, March 2009. A random sampling study can be used to survey the accuracy of library records, the conditions of the books in the collection, or the behavior or attitudes of library patrons, or similar questions or issues in measuring library quality. It also shows a method of selecting a sample using random numbers. It also includes three examples to illustrate the application of the technique to library problems.

Salverson, Carol A. "The relevance of statistics to library evaluations," College and Research Libraries, 30: 352-361, 2010. This article advocates evaluating a library system in terms of function related to use that is its efficiency and effectiveness. It examines several methods used in evaluation, and indicates what types of data should be collected.

Durham University, Project for evaluating the benefits from university libraries, Final Report. Durham, England: the University, 2009.This project was aimed to develop a method for measuring benefits, and to provide criterion functions for quantitative planning in university libraries. This method can be applied in assessing social or "intangible" benefits in any situation for which a planning model can be built lacking only a benefit criterion Extensive surveys of library use and users were carried out in the universities of Durham and Newcastle-upon-Tyne, using in particular the "instant diary" method developed by the project team. The researchers used "instant diary" method which involves the users in recording their library activities while they are still in the library on a survey card which is handed back to the survey team upon exit from the library.

Rzasa, P.V. and J. H. Moriarty. "Types and needs of academic library users, "College and Research Libraries, 31: 403-409, November 2008. The questionnaire used in this study

include items on the various types of users of an academic library, length of service in the institution, principal field of study, frequency of library visit, purpose(s) in visiting the library (primary and secondary reasons),library materials used (principal and secondary. In short, the survey questionnaire used to determine the areas for the improvement of the lbirary.

Myers, Rose. "Library Self-Evaluation," In: Braden, Irene and Clark, Alice S. eds Quantitative Methods in Librarianship. Proceedings and Papers…. New York: Greenwood, 2007. The researchers used the Library Standard to measure the effectiveness of the library to provide better services.

Cronin, Mary J. Performance Measurement for Public Services in Academic and Research Libraries. Washington, D.C.: Office of Management Studies, Association of Research Libraries, 2000.36p. Its analyzes performance measurement from three perspectives: one, from theory to practice; two, application of a model; and three, future trends in performance measurement. It also contains a selected bibliography of books and articles on the subject, including useful methodologies or approaches.

Lancaster, F.W. If you want to evaluate your library. London: Library Association, 1999. 352 p. an updated material to evaluate the various features of library services on the following manner, namely: chapter on the evaluation of bibliographic instruction and several case studies, and a chapter on the feasibility of continuous quality control as applied to library services.

Abbott, Christine. Performance Measurement in Library and Information Services. London: Aslib, the Association for Information Management, 2000. 57p.This is a guidebook intended for library professionals who would like to evaluate their libraries and is uncertain as to how to make the transition from theory to practice.

Based on the above literature of Pizer, I.H. and Cain, A. M. (2012), Drott, M.C. (2009), Salverson, Carol A (2010) , Lancaster, F.W.(1999), *Abbott, Christine*(2000), they discussed several tools to evaluate the performance of the library.

ON LIBRARY STANDARDS

In the Philippines, the CHED and accrediting agencies have specific standards for libraries. Basic to the concept of standardization is the presumption that each library system is unique and therefore should be encouraged to determine its own criteria for performance and evaluation. The process of self-evaluation should be undertaken within the framework of the institution's mission and goals. While standards are necessary for the development and growth of libraries, these standards cannot be stated as absolutes equally applicable to all colleges and universities and be useful. They are not a series of expectations or prescriptions. They set forth the process by which expectations may be established and enumerate the concerns that should be addressed in the evaluation of the library's performance.

For schools which desire to meet standards of quality over and above the minimum required for government recognition, the Department of Education, Culture and Sports (DECS) encourages the use of mechanism of voluntary accreditation. Accredited schools are

granted deregulated status and other benefits.   Among the accrediting agencies that provide local standards for libraries are the following: PAASCU (Philippine Accrediting Association of Schools, Colleges and Universities); PACU-COA (Philippine Association of Colleges and Universities Commission on Accreditation); ACSCAA (Association of Christian Schools and Colleges Accrediting Agency).

DECS, as a regulatory body, issues regularly bulletins and memorandum orders to ensure the quality and adequacy of Philippine libraries, the latest of which is DECS Order No. 6, series of 1998, issued by Sec. Ricardo T. Gloria, which provides for policies and programs for school library development in the elementary and secondary levels. This document supersedes DECS Bulletin No. 1, series of 1988, issued by Sec. Lourdes R. Quisumbing, which provides the recommended minimum library standards for elementary, secondary, and tertiary levels.

The Commission on Higher Education (CHED) has taken over the task of supervising tertiary schools. So complementary to DECS Order No. 6, CHED issues its own standards for libraries in the tertiary level. The CHED Standards are contained in the Manual of Regulations for Private Schools, the latest edition (8th) of which is published in 1995. The criteria provided in the Manual are the minimum required for government recognition. Thus tertiary schools are encouraged to adopt higher standards or criteria consistent with laws, rules and regulations in the country. CHED continues to issue memorandum orders updating these standards, such as the CMO NO. 60, Series of 1996, which provides additional standards for libraries of Higher Education Institutions (HEI) offering Information Technology Education (ITE).

For graduate education, DECS Order No. 12, series of 1994, issued by Sec. Armand V. Fabella, supersedes MEC Order No. 7, series of 1982, which updates the minimum standards for graduate education for both the master's and doctoral levels. Suggestions to improve these standards came from the Philippine Association of Graduate Education (PAGE).

In 1987 the Committee on Library Standards of the Philippine Association of Academic and Research Libraries (PAARL) came up with its own guidelines for academic and research libraries. The Committee was chaired by Ms. Marina G. Dayrit (CEU), with Mrs. Corazon M. Nera (FAPE) as Secretary, and the following as members: Juana L. Abello (UST); PerlaT.Garcia (DLSU) Sarah C. de Jesus (UE); Rogelio Mallillin(ADMU);Fr. Paul de Vera, OSB (SBC);Esperanza A. Sta. Cruz (PWU).

At about the same year, the other library associations came up with their own standards for their respective libraries: Public Libraries Association of the Philippines (PLAP) with Pilar R. Perez as Chair, and Prudenciana C. Cruz and Atty. Conrado David as members; Philippine Association of School Librarians (PASL) with Lydia F. Coronel as Chair, and Victoria David, Helen P. Hamin, and Fides Abad, as members; Association of Special Libraries in the Philippines (ASLP), with Angelica A. Cabanero as Chair, and Rufo Q. Buenviaje, Susima L. Gonzales, Anicia G. Canseco, and Celia S. Samson, as members, and Vidal E. Santos as secretary.

While *Minimum standards for Media Centers of Philippine Educational Institutions (A Proposal)* was prepared in 1985 by the Philippine Universities Audiovisual Center, Inc. (PUAVC) and the Philippine Library Association, Inc. (PLAI) to set common standards for schools with educational media programs. This manual is designed to be used by school administrators and media personnel as guide in planning, organizing, maintaining, and evaluating media programs in schools, colleges and universities.

Among the foreign standards that Philippine libraries look up to as models are those formulated by the American Library Association (ALA) and the Library Association of the United Kingdom. The Association of College and Research Libraries (ACRL) under the ALA has issued the following standards: "Standards for College Libraries," 1995 edition. (Printed in C & RL News, April 1995. 12 p.) This edition is the final version approved by the Association of College and Research Libraries Board and the American Library Association's Standards Committee.   It is also available via Internet ("http://www.ala.org/acrl/guides/college.html").   These standards are intended to apply to libraries supporting academic programs in the undergraduate and masteral levels. The 1995 edition has retained the quantitative formulas of the earlier editions, particularly on the area of Collections, Librarians, and Facilities.

"Standards for Community, Junior, and Technical College Learning Resources Program" (Printed in C & RL News, May 1994) These standards are useful for smaller colleges awarding associate degrees or certificates, or institutions that support a strong media services component.   The final version was approved by ACRL, ALA and AECT (Association for Educational Communications and Technology) in 1994, and is available via Internet under its URL address: "http://www.ala.org/acrl/guides/jrcoll.html." The term "learning resources program" is applied in these standards to an institution which provides a core of library and media materials and a variety of multimedia and related services.

"Standards for University Libraries: Evaluation of Performance"   (Printed in C & RL News,   September 1989). This is a revision of the 1979 Standards. It also appears in the Internet ("http://www.ala.org/acrl/ guides/univer.html"). The underlying principle behind the formulation of these standards lies in the fact that the university administration is principally responsible for the evaluation of the library.

In addition, the ACRL issues guidelines, such as the following: "Guidelines for Audiovisual Services in Academic Libraries." (Printed in C & RL News, October 1987, and appears in the Internet under the address "http://www.ala.org/acrl/guides/avsrvcs.html")This final version was developed by the ACRL Audiovisual Committee with Margaret Ann Johnson as Chair, and approved by ALA Standards Committee in January 1988.   It supersedes the 1968 Guidelines. The revised Guidelines refocus on the role of audiovisual resources, not only on their contributions to the instructional program of the institution, but also on its growing ability to support academic research. Videotapes and computer diskettes supplement and even replace laboratory notebooks. With technology, new ethical and legal problems have arisen. Any change in laws and legislation affecting the use and application of

multimedia will affect library services. This revision work aims to provide a framework for the rapid development of this important component of library service.

In addition, "Guidelines for Media Resources in Academic Libraries: A Draft". This latest version is prepared by the ACRL Media Resources Committee (formerly the Audio-visual Committee) in 1998 for discussion and hearings at the ALA Annual Conference in Washington, D.C. on June 28, 1998. The manuscript appears in the Internet under the URL address "http://www.ala.org/acrl/guides/medresg.html." The eleven years between 1987 and 1998 marked a technological revolution in media services, necessitating the revision of the Guidelines.

"Guidelines for University Undergraduate Libraries"(Printed in C& RL News, May 1997).   In 1993 the ACRL Undergraduate Librarians Discussion Group began work to update the 1987 Model Mission Statement of a University Undergraduate Library. The draft was submitted to the University Libraries Section Executive Committee for review, and subsequently was published in the C & RL News, May 1995 issue, for comments and suggestions.   The ACRL Board approved the new Guide-lines at the ALA Annual Conference in New York in July 1996, and the ALA Standards Committee approved the document at the 1997 ALA Midwinter Meeting.

"Guidelines for Academic Status for College and University Libraries". These guidelines, first adopted in 1971 by ACRL, are intended for institutions which have yet to achieve faculty rank, status, and tenure for their academic librarians. This final version was approved by the ACRL Board at the 1990 Midwinter Meeting, and appears in the Internet under the URL address http://www.ala.org/acrl/guides/acstatus.html.

"The Mission of a University Undergraduate Library: Model Statement."(Printed in C & RL News, October 1987. 3 p.).This Model Statement was prepared by the Association of College and Research Libraries (ACRL) Undergraduate Librarians Discussion Group and the ULS Steering Committee, and approved by ACRL Board at its Annual Conference in San Francisco in 1987. It was submitted to the ALA Standards Committee for final review in the same year. It applies to libraries intended to serve undergraduate students in a large university environment.

The above literature discussed the guidelines of library standards in the Philippines.

Studies of Library Evaluations

In 1985 the American Council of Learned Societies conducted a survey of scholars in relation to publishing and dissemination of scholarly writings, computer use, and academic library service. The survey offers an unusual opportunity for librarians to see themselves as others see them.   The survey results indicate areas where academic libraries can make improvements and correct misconceptions about their service.   For an in-depth analysis of how academic scholars use their libraries based on this study, Ronald H. Epp and JoAn S. Segal's article on "The ACLS survey and academic library service" (C& RL News, February 1987, pp. 64-69).

Melvon L. Ankeny, a Reference Librarian of Ohio State University, wrote an article that appeared in the Journal of Academic Librarianship (January 1991) entitled "Evaluating End-user Services: Success or Satisfaction". In this study, he finds that in many cases, high levels of reported end-user "satisfaction" with computerized services may not reflect true success rates.

At Duke University Library in Durham, North Carolina, a survey was undertaken by a firm experienced in conducting valid studies respected in the business community. The study was intended to determine and understand the user needs of the Library as it plans to redesign their information retrieval environment.

In 1993 the De La Salle University Library conducted a survey questionnaire to find out the satisfaction of the library users. An evaluation based on the four areas of Stufflebeam's evaluation model, namely: context, input, process, and product. Context evaluation was focused on the assessment of the needs of the library patrons and the extent to which their needs were realized, while input evaluation was focused on the assessment of the library staff's skills and of the adequacy or efficiency of the services/resources in meeting these needs. Process evaluation was focused on assessing the strengths and weaknesses of the program and the identification of the areas needing improvement. Product evaluation was centered assessing the effectiveness of the library services/resources.

In 1994 the DLSU Library again undertook a Needs Assessment Survey on the Computerization of Library Procedures and Functions. It included the same target respondents. A Likert type instrument was used, and data were analyzed through the use of means and standard deviations.

METHODOLOGY

The topics discussed in this chapter include the method of research or research design, sampling procedure techniques and instruments used, and the statistical treatment of data.

Research Method Used

The researchers used descriptive research method. The approaches used are qualitative analysis on the data gathered in every college. The documents include the administration, profile of the library personnel, collection development, organization and preservation, services and utilization, physical set- up and facilities, linkages and other documents pertaining to library department. Furthermore, the researchers also used quantitative approach to ensure that the study would be well represented per course and per year level.

Population, Sampling Techniques and Description of the Respondents

The sampling technique used by the researchers was the stratified random sampling wherein the student respondents were chosen from the different year levels and courses. The selection of the study is based on the library users per college except Collage of Graduate School and

College Library- Pasig Campus due to unavailability of documents needed. The researchers used a total of 694 students from the different year levels/ colleges, namely: CBET, CED, CEIT, and CAS for the first semester of academic year 2013 -2014. Table 1 shows the Distribution of Respondents by Gender, Age and per Course.

Table 1
Distribution of Respondents by Gender, Age and per Course

Profile Variable	CAS-Reading Center (145)		CBET Library (142)		CEIT Library (128)		CED – Reading Center (121)		Total N=536	
	F	%	F	%	F	%	F	%	F	%
Gender										
Male	44	36.4	43	30.3	40	31.3	56	38.6	183	34.1
Female	67	55.4	89	62.7	78	60.9	80	55.2	314	58.6
No response	10	8.3	10	7.0	10	7.8	9	6.2	39	7.3
Age										
16 to 25	23	19.0	14	9.9	18	14.1	0	0.0	55	10.3
26 to 35	37	30.6	97	68.3	46	35.9	42	29.0	222	41.4
36 to 45	32	26.4	21	14.8	30	23.4	0	0.0	83	15.5
No response	0	0	0	0	0	0	0	0.0	0	0

Table 1 reveals that of the 536 respondents, majority are female which constitute 58.6 percent while only 183 were males which is equivalent to 34.1 percent. Some respondents did not indicate their gender (7.3%). Closer scrutiny of the data presented in the Table would reveal that the sector with a big number of female in every colleges with 62.7 percent out of 142 respondents. Tables 2-5 illustrate the students' assessment on physical facilities, collections, services and library personnel.

Table 2

Students Assessment of the Library Services in Terms of Physical Facilities

Library Physical Facilities Status Indicator	Students	
	Mean	**VI**
1. The location of the library is accessible to users.	4.15	A
2. The library has adequate space.	3.94	A
3. Allowance for the growth of the collection is provided.	3.70	A
4. Space provisions for special services such as photocopying, exhibits, and displays are adequate.	3.88	A
5. Stacks and storage spaces for important library materials and equipment is provided.	3.87	A
6. There is an office for the head librarian with adequate size, proper ventilation, lightning and appropriate facilities.	3.95	A
7. Good working conditions are provided for the library personnel.	4.04	A
8. There is a provision for the physically handicapped.	3.84	A
9. The library is adequately lighted.	4.13	A
10. The library is properly ventilated.	4.22	A
11. The library is suited for quiet reading.	4.11	A
12. The library is attractive and properly maintained.	4.09	A
13. Control and security measures to safeguard the library is carefully planned and carried out.	3.97	A
14. There are fire extinguishers in strategic places.	3.79	A
15. The personnel and its clients are trained to use the firefighting equipment.	3.78	A
16. Fire exit is clearly visible.	3.64	A
Overall Mean	3.94	A

Legend: Verbal Interpretation (VI) Scale of the computed mean:

4.50-5.00= Strongly Agree (SA)	**1.50- 2.49= Disagree (D)**
3.50-4.49= Agree (A)	**1.00-1.49= Strongly Disagree (SD)**
2.50-3.49= Minimally Agree (MA)	

Based on the results on the students' evaluation got a weighted mean of 3.94 or a verbal interpretation of "agree". Status indicator 10 or "The library is properly ventilated" got the highest weighted mean of 4.22 or "agree" because the library is fully air- conditioned. Status indicator 16 or "Fire exits are clearly visible" got the lowest mean of 3.94 or "agree". This implies that improvement and innovations were evidently appreciated by the library clients. It reveals that physical set- up and facilities of a library are one of the important aspects that should be given enough attention, since it serves as one way of marketing a library.

On the other hand, based on the AACUP accreditors standard in terms of the library facilities, there are some aspect needs for improvement to comply with the standard provided by AACUP accreditors.

Table 3
Students Assessment of the Library Services in Terms of Collection

Library Collection Status Indicator	Students	
	Mean	**VI**
1. **The collection contains the following relevant print materials:** 1.1. **Filipiniana books**	**3.95**	**A**
1.2. **General book collection** 1.2.1. **Generalities (Computers)**	**3.98**	**A**
1.2.2. **Philosophy and Psychology**	**4.02**	**A**
1.2.3. **Social Sciences**	**4.03**	**A**
1.2.4. **Language (Books for English and Filipino subjects)**	**4.17**	**A**
1.2.5. **Natural Sciences (Physics, Chemistry & Biology) and Mathematics**	**4.14**	**A**
1.2.6. **Applied Sciences (Management, Home Technology)**	**4.01**	**A**
1.2.7. **The Arts (Physical Education)**	**3.92**	**A**
1.2.8. **Literature**	**4.03**	**A**

1.2.9. **Geography and History**	**4.09**	**A**
1.3. **Professional book collection** 1.3.1. **Industrial Engineering book collection**	**4.11**	**A**
1.3.2. **Electrical Engineering book collection**	**4.12**	**A**
1.3.3. **Liberal Arts book collection**	**3.92**	**A**
1.3.4. **Business Education/ Administration book collection**	**3.89**	**A**
1.4. **General Reference books**	**4.26**	**A**
1.4.1. **Encyclopedias**	**4.26**	**A**
1.4.2. **Dictionaries**	**4.31**	**A**
1.4.3. **Atlases**	**4.15**	**A**
1.4.4. **Almanacs**	**4.16**	**A**
1.4.5. **Yearbooks**	**3.94**	**A**
1.4.6. **Directories**	**4.06**	**A**
1.5. **Fiction**	**3.99**	**A**
1.6. **Newspaper clippings/ Vertical Files**	**4.21**	**A**
1.7. **Periodicals** 1.7.1. **Journals**	**4.13**	**A**
1.7.2. **Magazines**	**4.18**	**A**
1.7.3. **Newspapers**	**4.27**	**A**
1.8. **Research Materials** 1.8.1. **Research papers**	**3.96**	**A**
1.8.2. **Compilations**	**3.90**	**A**
2. **The collection contains the following current and relevant non-print materials:** 2.1. **CD-ROMs**	**3.38**	**A**
2.2. **VCD/DVD**	**3.34**	**MA**

2.3.	**Globes**	**3.78**	**A**
2.4.	**Maps**	**3.89**	**A**
2.5.	**Teaching Diagrams**	**3.67**	**A**
3.	**The collections are organized according to an accepted scheme of classification and standard code of cataloging (Dewey Decimal Classification)**	**4.10**	**A**
4.	**There are available in- house indexes (Index to periodicals).**	**3.93**	**A**
5.	**Vertical files/ newspaper clippings are kept updated and indexed.**	**3.98**	**A**
6.	**Book collections are properly labeled for easy access.**	**4.14**	**A**
7.	**There are labels posted on bookshelves which serve as locators.**	**4.15**	**A**
8.	**Audio- visual materials are organized and easily accessible for effective use.**	**3.84**	**A**
9.	**Journals, magazines, and newspapers collection are properly organized and updated.**	**4.05**	**A**
Overall Mean		**4.00**	**A**

Legend: Verbal Interpretation (VI) Scale of the computed mean:

     4.50-5.00= Strongly Agree (SA)   **1.50- 2.49= Disagree (D)**

     3.50-4.49= Agree (A)   **1.00-1.49= Strongly**
Disagree (SD)

     2.50-3.49= Minimally Agree (MA)

Based on the respondents assessment in which the overall mean is 4.00 with a verbal interpretation of "agree". The library complied with the AACUP Accreditation standards in terms of the library collection development, holdings, and organization and care of materials/ books; except for the presence of weeding program. However, the library must still ensure that there is a continuous growth and development of the library collection particularly in the library holdings of print and non- print materials.

Table 4
Students Assessment in terms of Library Services

Library services Status Indicator	Students	
	Mean	**VI**
1. Statistical data is prepared for a clear indication of frequent, judicious and productive use of the library.	4.50	A
2. An open shelf system is being use to give students and faculty members greater access to the library collections.	4.50	A
3. Lending policies are fair and extended to all qualified library users.	4.00	A
4. There are regular announcements of new acquisitions.	4.00	A
5. The library participates in resource sharing to other libraries to have access to a richer and wider range of materials.	2.16	A
6. The library is open at least 54 hours per week.	4.00	A
7. The services of librarian and library staff are available during library hours.	4.00	A
8. Library collection is conducted for new students and transferees.	4.00	A
9. Library instruction for the effective use of the library and its resources conducted in Communication Skills classes.	4.00	A
10. Reader's guidance service (assisting patrons with their queries and research needs.)	4.00	A
11. Other services 11.1. Photocopying service is available.	3.50	A
11.2. Referral service (request to have access to other library to conduct research).	4.00	A

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11.3. Internet searching	4.00	A
Overall Mean	3.59	A

Legend: Verbal Interpretation (VI) Scale of the computed mean:

4.50-5.00= Strongly Agree (SA)   1.50- 2.49= Disagree (D)

3.50-4.49= Agree (A)   1.00-1.49= Strongly Disagree (SD)

2.50-3.49= Minimally Agree (MA)

The status of the library services as assessed by the students got an overall mean of 3.59 or "Agree". This means that the respondents appreciate the services being rendered by the library and the library complied with almost all the standards of the AACUP accreditors in terms of library services.

Table 5
Students Assessment In terms of Library Personnel

Library Personnel Status Indicator	Students	
	Mean	**VI**
1. The Library is headed by a full time and qualified librarian.	4.50	A
2. The library employs one (1) fulltime and qualified librarian for the first 500 students and an additional full- time librarian for every 1,000 students.	3.00	A
3. An adequate support staff at least three (3) clerks and student assistant assists the librarian.	2.00	A
4. A continuing staff development program including formal studies is provided.	2.33	A
5. There is a participation of the staff in professional activities.	3.50	A
Overall Mean	3.18	A

Legend: Verbal Interpretation (VI) Scale of the computed mean:

4.50-5.00= Strongly Agree (SA)   1.50- 2.49= Disagree (D)

3.50-4.49= Agree (A)   1.00-1.49= Strongly Disagree (SD)

2.50-3.49= Minimally Agree (MA)

The respondents 'evaluation for the library personnel got an overall mean of 3.18 with the verbal interpretation of "Minimally Agree". This means that the library needs to comply with the AACUP Accreditation standards in terms of the size of the staff which is determine by several factors like enrollment, teaching methods, nature of resources and service and schedule of the library. The number of library personnel should be in consonance with the number of library users in order to ensure that the library will continuously provide efficient and effective library services.

SUMMARY OF FINDINGS

Based on the results and discussion, the following summary of findings is drawn:

1. *The strengths and areas needing improvement of the library units and reading centers of Rizal Technological University.*

CAS Reading Center

Strengths

1.1. The library is headed by licensed and education qualified librarian.

1.2. The library is accessible to students, faculty, staff and other researchers.

1.3. The creation of a reading center in the college is of great help to students and faculty in their respective departments aside from the main library that caters to the whole population of the university.

1.4. The university library adopts a system which provides the faculty, students and other users' greater access to its collection and services. It is open more than the required number of library service hours as required by CHED and AACUP.

Areas Needing Improvement

1.1. Inadequate number of qualified and licensed librarians has been noted.

1.2. The library has insufficient resources to cater to the growing number of students/ clientele.

1.3. Library services such as online public access catalogue (OPAC, computerized cataloging, online database, internet searching are not fully operational.

1.4. Library services and activities are not well disseminated.

1.5. The library seating capacity in the library and even at the reading center is limited.

1.6. Some library furniture is not of standard size.

1.7. Insufficient library budget.

1.8. Some documents exhibited in the accreditation center are not readable, not properly organized and not signed by the proper authority.

CEIT Library

Strengths

1.1. The library is headed by a licensed and educationally qualified librarian.

1.2. The library is accessible to students, faculty, staff and other researchers.

1.3. The reading centers are provided with computers, books, magazines and copies of feasibility studies of graduate students.

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1.4. Collections are organized and properly labeled.

1.5. The library is a recipient of reading materials from different organizations such as PAARL, OCLC, UELSAAI, CLLA and Asia Foundation, Inc.

Areas Needing Improvement

1.1.   There are not enough professional librarians to attend to technical and mechanical work in the library.

1.2.   The reading area is limited, tables and chairs are inadequate.

1.3.   Books, journals, and electronic resources in Electronics and Communication Engineering are limited.

1.4.   On- line Public Access (OPAC) and circulation on- line is not functional due to lack of computers.

1.5.   The Library rarely conducts orientation for freshmen students in collaboration with the faculty teaching English 1 to familiarize the former on library resources and services.

CED Reading Center

Strengths

1.1 There is a functional integrated library system which offers online public access catalogue, online searching, computerized cataloguing, etc.

1.2 The services of Librarian / Staff are available during office hours.

1.3 A functional Library Committee addresses the need for the improvement of the library administration, collection development and services.

Areas Needing Improvement

1.1 The full- time professional Librarian and student ratio requirements prescribed by the CMO and AACUP i.e. one full time professional librarian for every 1,000 students were not met. Thus, the Library/ reading Centers are manned by non- licensed personnel who are not educationally qualified.

1.2 The book collection and periodicals are inadequate based on the standard set by the AACUP and CMO.

1.3 The documents on file are not properly arranged and packaged.

1.4 Majority of the books in the Library/ Reading Areas are not classified and catalogued.

CBET Library

Strengths

1.2. The library is accessible to students, faculty, staff and other researchers.

1.3. The reading centers are provided with computers, books, magazines and copies of feasibility studies of graduate students.

1.4. Collections are organized and properly labeled.

1.5. The library is a recipient of reading materials from different organizations such as PAARL, OCLC, UELSAAI, CLLA and Asia Foundation, Inc.

Areas Needing Improvement

1.   The full- time professional Librarian and student ratio requirements prescribed by the CMO and AACUP i.e. one full time professional librarian for every 1,000 students

were not met. Thus, the Library/ reading Centers are manned by non- licensed personnel who are not educationally qualified.

2. The book collection and periodicals are inadequate based on the standard set by the AACUP and CMO.
3. The documents on file are not properly arranged and packaged.
4. Majority of the books in the Library/ Reading Areas are not classified and cataloged.

2. Assessment of the Library Users

Based on the results on the student's evaluation in the facilities got a weighted mean of 3.94 or a verbal interpretation of "agree". This implies that improvement and innovations were evidently appreciated by the library clients. It reveals that physical set- up and facilities of a library are one of the important aspects that should be given enough attention, since it serves as one way of marketing a library.

Further, the respondents' assessment of the library has an overall mean of 4.00 with a verbal interpretation of "agree". This means that the library complied with the AACUP Accreditation standards in terms of the library collection development, holdings, and organization and care of materials/ books; except for the presence of weeding program.

However, the status of the library services as assessed by the students got an overall mean of 3.59 or "Agree". This means that the respondents appreciate the services being rendered by the library and the library complied with almost all the standards of the AACUP accreditors in terms of library services.

The respondent's evaluation for the library personnel got an overall mean of 3.18 with the verbal interpretation of "Minimally Agree". This means the library needs to comply with the AACUP Accreditation standards in terms of the size of the staff which is determine by several factors like enrollment, teaching methods, nature of resources and service and schedule of the library. The number of library personnel should be in consonance with the number of library users in order to ensure that the library will continuously provide efficient and effective library services.

3. The recommendations of the AACUP accreditors for the improvement of Library facilities and services of Rizal Technological University.

3.1. Out of twenty (20) library staff only three (3) are licensed librarian. It is recommended that if the administration may consider the hiring of at least two (2) professional licensed librarians, or encourage the library staff to undergo re-tooling course for librarianship to qualify them for a library staff position.

3.2. Enrich the acquisition of library resources in all formats (print, non-print and electronic/digital resources) of recent copyright in the general references and major field of specialization for the different programs being evaluated as well as continuous subscription to professional journal and magazines to at least 3-5 titles locally and internationally publication is highly recommended.

3.3. If bought wants, acquisition of computer terminals (at least 10 units) to restore the internet services in the university library and furthermore the encoding, and bar coding of collection for a functional library automation.

3.4. Include programs for library promotion and publicity to attract library uses/clients in order to increase library utilization by developing a functional and interactive library webpage.

3.5. The administration may consider planning of the construction of a separate library building considering the recent enrollment and seating capacity to at least 15% of the conditional total number of students and academic staff at any given time.

3.6. Acquisition of standard services is highly recommended to replace the substandard and old shelves for a state of the art library facility and equipment and information resources.

3.7. Proper packaging of documents is necessary to facilitate the evaluation process.

3.8. Insufficient Library budget

4. The Rizal Technological University will continue improving and updating the libraries and reading centers'

4.1 Facilities

The Library facilities and equipment were replaced by standard shelves and equipment to provide standard services to its customers. The construction of the Teacher Education and Law Center Building is almost finished and the University Library will be housed at the 2nd Floor.

4.2 . Collections

The administration is continuously purchasing books and subscribing professional journals and magazines. The administration coordinates with the Deans as to the allotted appropriation of library budget for books and other instructional materials of their respective college/department to achieve Total Quality Management.

4.3 Services

The library units and reading centers offer services more than the required library hours. In addition, the libraries and reading centers are now automated; hence, free online resources are harvested, organized and printed in pathfinder format. This will enable the students and faculty members access to online resources such as e-books, e-journals and websites by subject. Pathfinder is a handy guide to list of books, journals, clippings and online resources to facilitate research. The library is conducting library orientation on several ways: group - wherein a group of students trouped down to the library for orientation; classroom-based-wherein

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the library staff or a volunteer librarian conducts library orientation and one-on-one-wherein the student is personally given library orientation on facilities, resources, rules and policies

4.4 Library Personnel

RTU could not hire additional staff due to lack of library science graduates, as well as, licensed librarians which is a national problem among schools, colleges and universities. The administration hired contractual paraprofessionals (Non-degree holders in Library Information Science) to augment lack of staff. Last July 30-August 1, 2014, the Ortigas Center Library Consortium in cooperation with Rizal Technological University conducted National Seminar-Workshop on Basic Library Management to contractual paraprofessionals and some of them are now based at RTU library units and reading centers. Further, there are previous trainings conducted by the Library Department to the library staff. The College Deans through the President assigned paraprofessionals contractual library units or reading centers to assist the librarian or faculty-in-charge of the unit.

CONCLUSIONS

Based from the findings, the following conclusions are forwarded:

1. The strengths and weaknesses of RTU library units and reading centers.
A. *Strengths* The library has met the minimum requirements of AACUP accreditors in terms of library facilities, collections, services and library personnel. Furthermore, the library linkages namely :PAARL, OCLC, UELSAAI, CLLA and Asia Foundation, Inc. helps a lot in sharing of library resources and vice- versa. The packaging of information resources such as pathfinder and web harvesting in cooperation with the students facilitate research work of the students and faculty members.
B. Areas needing improvements. Inadequate number of qualified and licensed librarians; The library has insufficient resources to cater to the growing number of students/ clientele ; Library services such as online public access catalog (OPAC, computerized cataloging, online database, internet searching are not fully operational; Library services and activities are not well disseminated ; The library seating capacity in the library units and reading centers is limited; The library rarely conducts library orientation; Some books are not cataloged and classified; Some library furniture is not of standard size and Insufficient library budget.

2. The students -respondents' assessment of library facilities, collections, services and library personnel got a verbal interpretation of "agree" which means the library has complied with the AACUP Accreditation standards.

3. The recommendations of accreditors. The accreditors recommend that the administration should hire additional library staff specifically, licensed librarians or encourage the library staff to undergo re-tooling course for librarianship to qualify them for   a library staff position. Enrich the acquisition of library resources in all formats (print, non-print and electronic/digital resources) as well as continuous subscription to professional journals and magazines to at least 3-5 titles locally and internationally. Acquisition of additional computer terminals (at least 10 units) to restore the internet services in the university. Include programs for library promotion and publicity to attract library uses/clients in order to increase library utilization by developing a functional and interactive library web-page. The administration may consider planning of the construction of a separate library building considering the recent enrollment and seating capacity to at least 15% of the total number of students and academic staff at any given time. Replace substandard and old shelves for a state of the art library facility and equipment and information resources.

4. There were several improvements implemented by the administration for the library such as replacement of substandard shelves, acquired additional computer terminals, conducted seminar, for the library staff, continuous purchasing of books and journals and upgrading the facilities and services of the libraries and reading centers.

RECOMMENDATIONS

From the findings and conclusions, the following are the recommendations:

1. It recommended that there should be a continuous effort of the administration to undergo accreditation to assure quality library services and satisfaction of the customers. The recommendations of the AACCUP accreditors for the improvement of RTU library services in terms of facilities, collections, services and library personnel is an important guide to the administration.   Further, this will also address the weaknesses and areas needing improvements in the library services, collections, facilities and library personnel.

2. There should be a regular study of students' assessment of library facilities, collections, library services and library personnel. The students' assessment will show how the administration could enhance areas that need improvement.

4. Although the administration has addressed the areas needing improvement it is important that in terms of:

4.1. **Facilities-** There should be continuous maintenance of equipment (computers, air conditioners, etc.) and purchase more computers. The construction of the Teacher Education and Law Center Building could house the Main University Library to accommodate more customers.

4.2. Collections- There should be a continuous acquisition of library resources in all formats (print, non-print and electronic/digital resources) of recent copyright in the general references and major field of specialization for the different programs. It should meet the required number of books per course program. Subscription of additional professional journals is required to update the students and faculty members in their research work. There should be a continuous packaging of information such as preparing pathfinders by course program and web harvesting in cooperation with the students in order to maximize use of library resources.

4.3 Library Service. The library should enhance the programs for library promotion and publicity to attract library uses/clients There should be a centralize library web-page where library units and reading centers are attached. The library could also be promoted on the library web-page. The library staff should be given continuous training in library operations, proactive attitude in dealing with the customers and keep abreast of the recent trends in libraries and librarianship in order to provide effective and efficient library services. The library should enhance its linkages with library associations namely: Ortigas Center Library Consortium (OCLC) Inc., Philippine Librarians Association, Inc. (PLAI) , Association of Special Libraries in the Philippines (ASLP) Association of Academic and Research Librarians (PAARL) or join international library associations in order to have networking and sharing of library resources.

4.4. Library Personnel It is recommended that the administration hire at least two (2) professional licensed librarians, or encourage the present library staff to undergo re-tooling course for librarianship to qualify them for a library staff position. Due to lack of licensed librarians, the administration could also hire additional paraprofessionals to augment lack of staff. There should be a Director of Libraries to administer, manage, and supervise all library units and reading centers. The RTU library could be partners with library associations like the (OCLC) Inc. and other library associations to conduct seminars, fora and training to update the present library staff on the recent trends and developments in library services.

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