

Implementer's Evaluation of the Community Involvement Programs of De La Salle Lipa

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Abstract—De La Salle Lipa, like other higher educational institutions as mandated by the Commission on Higher Education (CHED), has community extension services in the areas of education, livelihood generation, health and nutrition, good governance, technology transfer, environmental awareness and socio-civic and religious matters. The study was aimed at assessing the Community Involvement Programs of De La Salle Lipa- College Division. Looking at the participation of the faculty members from each college during the school year 2010-2011, it was found out that majority of them are rendering more than the required number of hours of either internal or external community involvement. It was noted that all the full-time faculty members of the College of Business, Economics, Accountancy and Management (CBEAM) got the rating 5. As to the evaluation done by the implementers on the general aspect of the community involvement in terms of program description, accountability, understanding and refining, progress towards objectives and program long-term outcomes, the respondents regarded the community involvement programs as highly satisfactory with composite means ranging from 3.33 - 3.69. Assessment of the implementation of the community involvement program using goals-based, process-based and outcomes- based evaluations were also done yielding the following composite mean values, 3.52, 3.19, and 3.16, respectively. Based on the values, the implementer respondents considered the implementation of existing community involvement programs as highly satisfactory despite the relatively lower ratings.

Keywords— educational institutions, CBEAM, CHED, Philippines.

I. INTRODUCTION

Higher Educational Institutions in the Philippines are mandated by law to serve the communities as the Commission on Higher Education requires that institutions of higher learning like State Universities and Colleges (SUCs) to respond to the call to serve the poorest of the

poor, the less privileged, the deprived and the oppressed (Elman1998). Institutions fulfill this mandate by exercising the functions of the school. One of the functions is to meet social needs or to provide the social services needed to combat social and economic ills of society. Therefore, educational institutions have to move ideas along the road to action, to develop knowledge needed, and to apply useful knowledge in the solution of society's major problems.

Extension programs and services are established to carry out such function. In response to the mandate and the strong emphasis to sustain community development, institutions extended their programs and services to the different communities. Such services are focused on capability building through education, the conduct of livelihood skills training to adults who are unemployed, underemployed or who wanted to upgrade their skills, out-of school youth, technical assistance to support programs of government, and the transfer of technology to the depressed barangays. In view of the mandate, De La Salle Lipa extended the following programs and services to the community and which are looked into this study namely: education, livelihood generation, health and nutrition, good governance, technology transfer, environmental awareness and socio-civic and religious matters.

In De La Salle Lipa, a full-time faculty member is expected to perform triad functions: instruction, research, community service. Community service can either be internal or external in nature. Membership and/or participation in institutional councils/ committees/ boards that plan and implement various curricular, co-curricular, and extra-curricular activities are forms of internal community service. It is external community service when one extends his professional and/ or discipline- related services to the community and provides mission- related services to a group of individuals outside the institution (DLSL Faculty Manual, 2006). A full-time faculty member is required to render three hours of community service per week, with a total 120 hours for one academic year. Faculty member's performance at the end of the school year will include the

evaluation of his performance in his triad functions: teaching, research and community involvement. The school has an office in charge of this aspect, the Community Involvement Office, which takes care of the various processes involved in the conduct of community extension. Evaluation serves a very essential function in a particular program. It serves as basis for decision making regarding the value and effectiveness of any program. It may take place before, during and after the implementation. Results of this evaluation are deemed necessary to ascertain the direction of community initiatives.

The study was aimed at assessing the Community Involvement Programs of De La Salle Lipa- College Division, as evaluated by its implementers. Specifically, the project ascertained and compared the participation of faculty members in the community involvement activities of each of the college; evaluated the general aspect of the community involvement in terms of program description, accountability, understanding and refining, progress towards objectives and program long-term outcomes; and assessed the implementation of the community involvement program using goals-based, process-based and outcomes-based evaluations.

II. THEORETICAL BACKGROUND

2.1 Theoretical Framework

Community extension or community involvement activities are in consonance with the foundational principles of Lasallian Formation: the spirit of faith, zeal for service, and communion in mission. Lasallian Education, as imbued with a spirit of faith, is a mission and a ministry directed towards integral human and Christian development. As marked zeal, it is passionately committed to express faith in gospel and service to human need. It involves preferential concern for the youth, the poor, and the vulnerable. It is exercised as a communion in mission moved by a fraternal spirit (Guiding Principles of the Philippine.....).

Likewise, the study is anchored on program evaluation theory by Cook et.al (1991). According to this theory, the fundamental purpose of program evaluation is to specify feasible practices that evaluators can use to construct knowledge of the values of the social programs that can be used to reorganize or improve the social problems to which programs are relevant.

2.2 Literature Review

Program evaluation can help an organization or an individual to understand, verify or increase the impact of products or services on customers or clients. It can also help improve delivery mechanisms to be more efficient and

less costly. It can be useful in verifying that you're doing what you think you're doing. It can facilitate management's thinking about what their program is all about, including its goals, how it meets its goals and how it will know if it has met its goals or not. It can be of use in the production of data or verify results that can be used for public relations and promoting services in the community. Likewise it is deemed necessary to fully examine and produce valid comparisons between programs to decide which should be retained or be duplicated (McNamara, 2009).

According to Swanson et.al (1996), there are many purposes for undertaking evaluations in any particular situation. One of the reasons for conducting program evaluation is to improve performance. This purpose of evaluation is sometimes called formative since the results are intended to help improve the program during its formative stages. As opposed to summative evaluations when the purpose is to sum up or summarize the accomplishments at a point in time. When evaluations are to improve programs, lessons learned about strengths and limitations of the program are mined from the data so that changes can be made immediately. Sometimes the intent is to discover new approaches and alternatives or to adjust the program to changing situations or client groups. Evaluation also is used to understand multiple reasons for apparent failure or to improve the management or operation of a program.

A related study by Santos (2011) was conducted to analyze and assess the factors affecting the level of effectiveness of community extension services of college of education in state universities and colleges in Region III. Based on the findings of the study, the personal profile of those who render the extension nor the community extension service program profile do not affect the level of effectiveness of extension services. Not one from the various factors has significant effects on the level of effectiveness of community extension services in terms of appropriateness and relevance of programs, participation scheme, personnel competence and project effectiveness.

An impact assessment of Community Extension Services of St. Joseph Institute of Technology was conducted by Herrera (2010) aimed at examining its impact after rendering three years of extension at Village Lumbocan. Results were based on students and household survey and focus group discussion. Salient findings of this research endeavor confirmed the importance of students to realize their experiential learning that transforms them to become humane individuals who, together with coordinators and

volunteers, are committed to be part of the humane extension program at Village Lumbocan.

2.3 Operational Framework

As can be gleaned from the IPO framework below, as an input, the fulltime faculty members and students were enjoined to participate in the various community involvement activities. Implementers' evaluation through a survey will be the process involved. Proposed plan of action based on the assessment findings was the output of the study.

INPUT		PROCESS		OUTPUT
CI Activities	→	Program Evaluation (Survey)	→	Proposed CI Program and Guidelines

III. METHODOLOGY

3.1 Design

This study made use of the descriptive method of research with survey as the data gathering technique. Description of the nature of community involvement activities and participation of the colleges made use of secondary data sourcing from the records of Community Involvement Office.

3.2 Study Site

The study was conducted at the De La Salle Lipa, an institution that provides education from pre-school level to tertiary school level. Founded in 1962 by the Brothers of the Christian School, De La Salle Lipa was built on a 5.9-hectare lot along the National Highway, an institution located at Lipa City, Batangas. The tertiary school provides education in the college level offering degree programs like Accountancy, Business Management, Computer Science, Education, Engineering, Psychology and Nursing. It also provides Certificate programs in Culinary Arts, Entrepreneurship and Information Technology.

3.3 Data Collection Procedure

The respondents of the study were the 60 implementers of DLSL's community involvement programs and services composed of the 2 community involvement officers, 4 community involvement coordinators, 15 department chairs, 15 teachers and 24 student leaders. These respondents were chosen based on their record of their participation, attendance as well as their performance during the conduct of activities. They were made to answer a questionnaire to

assess DLSL community involvement programs along education, livelihood generation, health and nutrition, good governance and environmental. Unstructured interview was also done to validate the respondents' answers in the questionnaires.

3.4 Ethical Consideration

The respondents, being the implementers of the community involvement projects were all aware and gave their consent to be the respondents of this research. As to description of their community involvement points earned and their evaluation, these were done under the condition of anonymity. Own personal biases and opinions were shun to get in the way. All responses were treated and interpreted in appropriate context.

3.5 Data Analysis

Data gathered on nature of and hours spent on community involvement were analyzed using frequency count, arithmetic means and ranking. Levels of participation on community involvement activities were analyzed using ranking of the composite means.

IV. RESULTS

Community Involvement in the College

Based on the evaluation of points earned by full-time faculty members last school year 2010-2011, the following results were obtained.

College of Information Technology and Engineering

Table.1: Summary of hours spent by individual teacher in CITE

Faculty	Internal	External	Total	Rating
1	68	32	100	5
2	20	8	28	1.4
3	119.5	36	155.5	5
4	40	23	63	2.9
5	7.5	0	7.5	0.8
6	152	24	176	5
7	104.5	8	112.5	4.6
8	67.08	24	91.08	3.9
9	60	28	88	5
10	28	8	36	3.2
11	42	24	66	5
12	12	8	20	1
13	14	8	22	1.1
14	19.5	24	42.5	2.2
15	77	16	93	3.9

16	67	24	91	3.9
17	62	4	66	3
18	72	24	36	1.8
19	42	24	66	3
20	0	8	8	0.8
21	54	16	70	3.2
Average	53.7181	17.66667	68.48	3.128571

Based on the above table, it is shown that the highest number of hours spent for community involvement by one of the faculty members of College of Information, Technology and Engineering (CITE) is 155.5 hours which is far beyond the 120 hours required. However, the lowest number of hours spent for community involvement is 7.5 hours. The average number of hours spent for community involvement by the faculty members of CITE is 68.48. Out of this average number of hours, the average of 53.72 hours (78.44%) was spent for internal community involvement like extending support to departmental and institutional activities inside the school. On the other hand, the average number of hours spent for external community involvement is 17.67 hours (21.55%) only. One of its external community involvement programs initiated and sustained is on technology transfer as they identify beneficiaries for and facilitate computer donation and training on the use of computer and on basic electricity. The average rating of teachers for community involvement is 3.13.

College of Nursing

Table.2: Summary of hours spent by individual teacher in CoN

Faculty	Internal	External	Total	Rating
1	62	68	130	5
2	50	86	136	5
3	44	92	136	5
4	85	68	153	5
5	76	129.3	205.3	5
6	156	76	232	5
7	28	92	120	5
8	42	76	118	4.8
Average	67.875	85.9125	153.7875	4.975

Table 2 shows that average number of hours spent for community involvement by the 8 full-time faculty members of the College of Nursing (CoN) is 153.79 hours. About 44.14% of these hours are spent in the form of internal community involvement which averages to 67.88 hours.

Average number of hours spent for external community involvement: An average of 85.91hours (55.86%) was spent for external community involvement. The college is involved in feeding, blood donation and other health, nutrition, and sanitation programs among partner communities and schools. The highest number of hours spent for community involvement by one of the faculty members of the college is 232 and the lowest number of hours spent for community involvement is 118, short of only two hours for the required number. The average rating of teachers for community involvement is 4.98.

College of Business, Economics, Accountancy and Management

As shown on Table 3 below, the average number of hours rendered by the 21 full-time faculty members of College of Business, Economics, Accountancy and Management (CBEAM) is 220.88 hours. About 76.25% of this was spent for internal community involvement averaging to 168.52 hours, while the other 23.75% (52.36 hours) was devoted for external community involvement programs like giving training workshops on basic accounting and book keeping among public high school students. The highest number of hours spent for community involvement is 353.95 hours and the lowest number of hours spent for community involvement is 123 hours. Since all the faculty members got 5 as they all were able to render the required number of hours of community involvement, the average rating of teachers for community involvement is 5.

Table.3: Summary of hours spent by individual teacher in CBEAM

Faculty	Internal	External	Total	Rating
1	184.7	25	209.7	5
2	168	24	192	5
3	92	41	133	5
4	106	17	123	5
5	251.46	14	265.46	5
6	103.5	17	20.5	5
7	120	32	152	5
8	188	13	201	5
9	99.95	254	353.95	5
10	210.23	24	234.23	5
11	217.23	4	221.23	5
12	140	0	140	5
13	219	38.5	257.5	5
14	209	8	217	5
15	265.3	33	298.3	5
16	276	22	298	5

17	129.54	17	146.54	5	20	24	124	148	5
18	101	49	150	5	21	52	29	81	3.5
19	149	9	158	5	22	20	29	49	2.4
20	279	172	451	5	23	34	0	34	1.7
21	30	286	316	5	24	32	132	164	5
average	168.5195	52.35714	216.1148	5	25	35	20	55	2.7

College of Education, Arts and Sciences

Table 4 below summarizes the number of hours spent for community involvement by the 60 full-time faculty members of College of Education, Arts and Sciences (CEAS). Out of the average 146.47 hours spent for community involvement, the average of 50.68 hours (34.6%) was devoted for internal community involvement. The average number of hours spent for external community involvement is 97.69 hours (65.4%). External community involvement focuses on education and formation as teachers render volunteer teaching, tutorial sessions, and support the immersion and recollection activities of the school. The highest number of hours spent for community involvement is 680.5 hours and there was one faculty member with no record of rendered hours for community involvement. The average rating of CEAS faculty members for community involvement is 4.09.

Table.3:Summary of hours spent by individual teacher in CEAS

CEAS	Internal	External	Total	Rating
1	44.5	8	52.5	2.6
2	16	84	100	4.2
3	7.5	132	139.5	5
4	217	463.5	680.5	5
5	28	0	28	1.4
6	33	0	33	1.4
7	122	124	246	5
8	1.5	124	125.5	5
9	54	162	216	5
10	20	309	329	5
11	0	150	150	5
12	35.3	0	35.3	1.8
13	31	8	39	2
14	100	34	134	5
15	68	16	84	3.6
16	0	94	94	4
17	96	382	478	5
18	59	162	221	5
19	100	52	152	5

26	44	228	272	5
27	102	55	157	5
28	60	113	173	5
29	79	206	285	5
30	84	16	100	4.2
31	20	45	65	3
32	0	140	140	5
33	84	21	105	4.3
34	98	26	124	5
35	215	168	383	5
36	20	22	42	3.6
37	72	37	109	4.5
38	40	212	252	5
39	49	84	133	5
40	0	220	220	5
41	0	0	0	0
42	45	90	135	5
43	24	128	152	5
44	10	128	18	0.9
45	20	45	65	3
46	43	13	56	2.7
47	27	125	152	5
48	64	56	120	5
49	36	16	50	2.5
50	42	68	110	5
51	58	178	236	5
52	24	48	72	3.3
53	147	126	273	5
54	103	126	229	5
55	58	178	236	5
56	44	8	52	2.6
57	42	68	110	5
58	24	48	72	3.3
59	6	64	70	3.2
60	27	117	152	5
Average	50.68	97.69167	146.4717	4.06

Ratings Earned by Fulltime Faculty Members

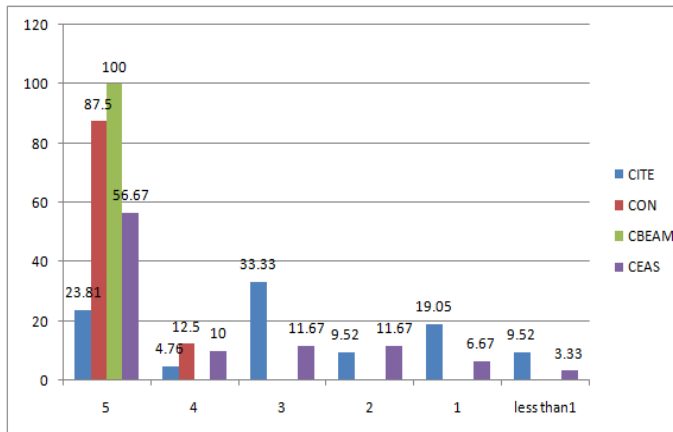


Fig.1: Percentage distribution of faculty members by ratings earned

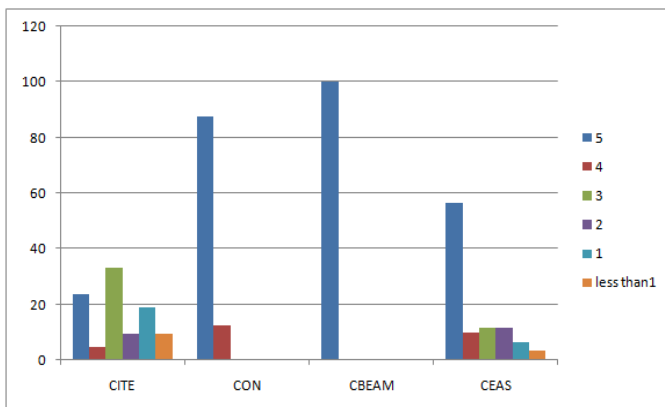


Fig.2: Percentage distribution of faculty members by ratings earned

Figures 1 and 2 show the percentage distribution of faculty members by college according to their respective ratings. It shows that all of the fulltime faculty members of College of Business, Economics, Accountancy and Management were able to render the required number of hours for community involvement. The College of Nursing ranked next since it had only one faculty member who was not able to render the required number of hours, but still that teacher was able to get a rating of 4.8. In the case of the faculty members of the College of Education, Arts and Sciences, majority got 5 ratings, but the remaining percentages are spread on lower the ratings. As for the College of Information, Technology and Engineering, the highest percentage of faculty members received ratings of 3, followed by 5 and 1.

Ratings Earned by Fulltime Faculty Members Across Colleges

Based on Figure 3 below, out of 110 full-time faculty members of the college division of De la Salle Lipa, the majority (60.91%) got a rating of 5 on community involvement. This shows that the community involvement projects of the institution are participated in and supported by its teachers. The next higher percentage of faculty members (12.37%) got a rating within 3 points. About the same percentage of faculty members were rated with 2, 4 and 1 with percentages 8.18% and 7.27%, respectively. A very small percentage though (3.64%) was rated below 1.

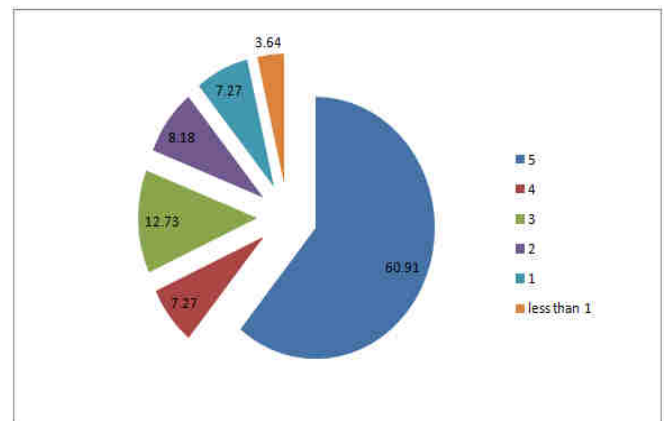


Fig.3: Percentage by rating across colleges

Evaluation Community Involvement Programs General Aspects of Community Involvement

Table 5 below presents the evaluation done by a total of 60 implementer respondents as regards the general aspects of community involvement programs of the De La Salle Lipa. The program description got the highest composite mean (3.69) being rated by respondents as high. This shows that the respondents regard the existing community involvement programs to have well stated program's philosophy, vision and mission. The respondents also consider that the extension programs speak of its goal and objectives with its well- defined characteristics.

Table.5: Evaluation of the General Aspects of Community Involvement

Aspects	Composite Mean Values	Verbal Interpretation	Rank
Program Description	3.69	Highly satisfactory	1
Accountability	3.65	Highly satisfactory	2
Understanding	3.46	Highly	3

and Refining		satisfactory	
Progress	3.43	Highly	4
Towards		satisfactory	
objectives			
Long-Term	3.33	Highly	5
Outcomes		satisfactory	

In terms of accountability, the implementer respondents rated the community involvement programs as highly satisfactory with a composite mean value of 3.65. This indicates that the programs are perceived to allow and require determination of stakeholders. The programs are also believed to identify the services received by the beneficiaries and that the processes of delivery of programs are well managed.

With regard to understanding and refining, the composite mean value of 3.46 which translates as highly satisfactory suggests that the respondents consider the community involvement programs generally allow gathering of information from stakeholders to assess participants' satisfaction, to identify lessons learned, to know the strengths and weaknesses, and determine future directions.

Evaluating how the community involvement programs progress towards its objectives, the respondents marked it highly satisfactory with a composite mean value of 3.43. This connotes that the extension programs are considered to allow sorting and selection of objectives by short- term and long-term outcomes to facilitate decisions in terms of design, analysis and reporting of findings and outcomes.

The lowest composite mean of 3.33 was noted as respondents assessed the program long-term outcomes. It is still rated as highly satisfactory as the programs do seem to require planning to document outcomes in the quality of the stakeholders. Likewise, the programs provide evidence of sustainability and allow identification of program components worth replication.

Implementation of the Community Involvement Programs

Table 6 below shows the evaluation as regards implementing the community involvement programs of the De La Salle Lipa. The goal-based evaluation yielded the highest composite mean (3.52) being rated by respondents as highly satisfactory. This shows that the respondents regard the goals and objectives of the existing community involvement programs as well established and effective. The respondents also consider that the extension programs, as they are implemented, progress towards achieving the goals set and according to timeliness specified in the operation plans. It also connotes that the respondents believe that with the existing programs and how they are

operationalized, there is a clear basis for establishing the goals in the future.

Table.6:Evaluation of Implementation of the Community Involvement Programs

Basis	Composite Mean Values	Verbal Interpretation	Rank
Goals- based	3.52	Highly satisfactory	1
Process- based	3.19	Highly satisfactory	2
Outcomes- based	3.16	Highly satisfactory	3

When the process- based evaluation was done, the respondents rated the existing programs with a mean value of 3.41. This mean value is relatively lower than the value in the goal- based evaluation, but is still interpreted as highly satisfactory. This denotes that the respondents regard the stakeholders to have a strong basis on deciding the services needed and that they know the requirements and resources needed to deliver the services. It is also perceived that there is a general process through which the services are availed and there is a venue for complaints and recommendations in order to improve the process. However, it was noted that the respondents rated the indicator that says that there is a rigid training given to the personnel relative to the delivery of services with the lowest mean of 3.10.

Employing the outcomes- based evaluation, it was revealed that though rated as highly satisfactory, this has the lowest composite mean value of 3.15. Looking at the indicators, the respondents considered that the major outcomes of the existing community involvement programs are well-established and observable measures are well- defined. However, the indicators that segment the computation of percentage of clients that were served with achieved outcomes and the availability of the information needed to efficiently and realistically evaluate the programs' outcomes were given the lowest mean score of 3.08. This means that a great deal is on how well the programs implemented are reflected on the outcomes verified through clear and available information on services rendered. Assessment and verification of outcomes need to be quantitatively and qualitatively done.

V. DISCUSSION

Community involvement programs of the college include projects on literacy and education, livelihood generation,

health and nutrition, good governance, technology transfer, environmental awareness, religious and socio-civic matters. Some of the major community involvement programs of the school include Book Mobile and Reading Program, Project Bahaginan, One million Trees and Beyond Project, Adopt-a-Family, Relief Operations, Pamaskong Handog Lasalyano, Community Involvement Day. The Community Involvement Office also implements the Integrated Outreach Programs across year levels. These projects are initiated by and participated in by administrators, faculty, staff, student organizations and students. Each college has its community involvement coordinator who oversees the conduct of projects within his college.

In view of the foregoing findings, it is evident that the full-time faculty members of College Division of De La Salle Lipa are actively spearheading and participating in its community involvement programs as evidenced by a large percentage of those who got the rating 5. Generally, the various aspects of the community involvement programs like program description, accountability, understanding and refining, progress towards objectives, and its long-term outcomes, were rated as highly satisfactory by the implementer respondents. Evaluations of the implementation of the community involvement programs revealed that the respondents regarded its operationalization as highly satisfactory.

The areas for improvement identified were on monitoring and refining of the processes of delivering services and on verifying outcomes. The Community Involvement Office, being in charge of institutionalizing and solidifying these efforts, have to ensure that all observable measures and outcomes are clearly defined for each program and information regarding these are efficiently gathered and communicated to the stakeholders. As this study provides a baseline data on community involvement of the college division, follow-up studies focusing on specific community involvement programs and including the recipients of the services as evaluators have to be done to validate and verify these results. A more thorough assessment of community involvement programs of each college will likewise pave the way to a more improved delivery of services.

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