Implementation of Extension Projects of Bukidnon State University: Basis for Monitoring Scheme

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ABSTRACT

The assessment of Bukidnon State University's extension projects showed that when colleges were grouped according to beneficiaries, the extension projects of the College of Arts and Sciences and College of Business were highly implemented, while those of the College of Education and College Social Development and Technology were fully implemented. The assessment also showed that when grouped according to extensionists, three colleges, namely College of Art and Sciences, College of Education, and College of Social Development and Technology assessed the projects as fully implemented while the College of Business assessed their project as highly implemented. The Extension Coordinators assessed the implementation of BSU extension projects implemented by the four colleges namely College of Art and Sciences, College of Education, College of Social Development and Technology, and College of Business as fully implemented. Based on the assessment of the implementation of the different BukSU Extension Projects by beneficiaries, extensionists and extension coordinators, a monitoring scheme was designed for the Bukidnon State University Extension Projects or for each college to use.

Keywords: extension programs, projects, implementation, monitoring scheme

INTRODUCTION

The extension programs and projects of a college or a university is an administrative vehicle for extending the institution's academic instruction and research resources through its services to the people. Every department and unit of a state college or university had conducted an extension program and project which are means to extend their resources and skills to the community. It likewise encourages cooperation among its respective faculty and staff to pursue the goals and thrust of the institution.

One of its goals is to contribute significantly to the improvement of the quality of life. Bukidnon State University is tasked to initiate and conduct its extension programs and activities in response to the socio-economic needs of the local population. The university extension unit aims to establish the extension and community services within the communities with the priorities of the different colleges to contribute effectively by equipping people with knowledge, skills, and abilities to promote self-reliance, productivity and improve the communities.

The extension services are to be guided by the philosophy that the academe has a social responsibility to contribute significantly to the improvement of the quality of life of the communities it serves in the fields of Education, Arts and Sciences, Industrial and Business Information Technology. It also has the objectives of changing the people's outlook towards their difficulties, for only by this means that any permanent improvement is achieved. It is a process of education with the constant aim of developing knowledge, will power and skill to solve their problems. Common sense tells us that the best way to help is to give them how they can make themselves productive (Barroso et al., 2007).

The purpose of extension programs/projects of each college is to initiate, catalyze, and sustain the development of various communities using the institutions' expertise, research outputs, and available resources. In addition to appropriate technology, tools, materials, process, and products are generated through research and technical studies in communities for countryside development. It also includes the conduct of training programs for individuals, groups, and organizations who would like to benefit from technology.

However, the weaknesses and threats are hindrances that can hamper project implementation; the implementers should ensure that they devise means of overcoming them (Sumbalan, 1998). Implementation of any project should be assessed to ensure that the project has been conducted as planned and scheduled. This continues process that should be put in place and that monitoring activities could also be planned out for future follow up.

FRAMEWORK

This study is based on the concept that assessment provides information on how the programs implemented can be useful to its clientele. The aim of all extension work is to teach people how to raise their standard of living by their own efforts using their own resources of manpower and materials with minimum assistance from the government. The best way to help people is to give them the means by which they can make themselves productive. She added that by encouraging local leadership and a spirit of self-help, extension develops civic pride and the progressive growth of the community.

Figure 1 shows the conceptual model of the study. The left box contains the BukSU extension projects and programs in the different colleges. These programs and projects will be assessed by the beneficiaries, extensionist, and extension coordinators as indicated in the center box of the model.

The beneficiaries are the randomly selected residents of the extension recipient communities. The extensionists were the faculty members responsible for the conduct of the extension projects/ programs of their respective college. The extension coordinators were the faculty with the university extension director. Each college has only one extension coordinator.

The third box contains the BukSU extension monitoring scheme, based on the results of the assessments of the implementation of the BSU extension projects and programs by beneficiaries, extensionist and coordinators.
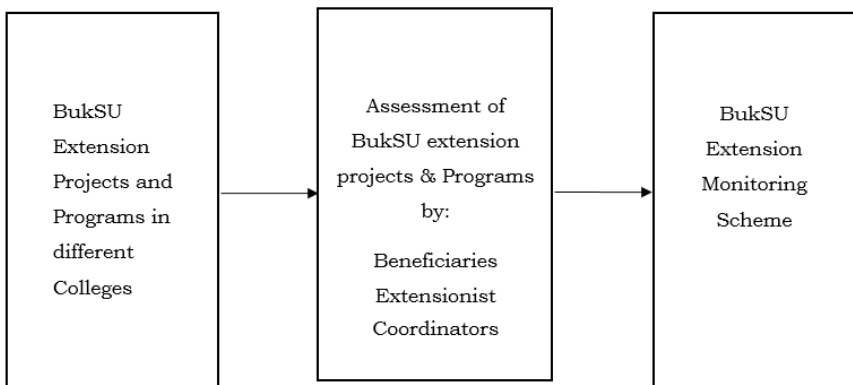
Figure 1. The schematic model of the study

CHED Memorandum Order No.32, Series of 2005 (CHED, 2005), by Republic Act No.7722 to pursue and ensure the advancement of learning and research, among others. Under to this, it is responsible in supporting higher education institutions especially the state universities and colleges to become centers of research and development and extension services and serve as a prime mover of the nation's socio-economic growth and sustainable development.

CHED believes that extending community services through education is an effective means for social reconstruction and to a great extent offers solutions to the problems society is faced with. These problems may be economic, social, cultural, political, moral, ecological, and educational. Through transfer and application of technology/knowledge (generated through scholarly works/researches) in various extension programs of HEIs, the productivity of our country is enhanced, which could be manifested in the reduction of unemployment and poverty.

Local Government Code (CHED, 2009) provides the devolution of the delivery of extension services from the Department of Agriculture to the local government units. However, most of the local government units lack the capacity and are not ready to assume these daunting and challenging tasks. In pursuance to the above-mentioned mission, the local government unit, therefore, must strengthen their capability to effectively execute this ever-challenging task. It is along with this premise that R.A. 8435 section 90 specifically states that, the state universities and colleges are mandated to primarily focus their extension services in the improvement of the capability of the local government units in the delivery of extension services.

OBJECTIVES OF THE STUDY

This study aimed to assess the implementation of the Extension Projects of the four colleges of Bukidnon State University. Specifically, it sought to; (1) assess of the implementation of the Bukidnon State University Extension Projects on the colleges when the respondents were grouped according to beneficiaries, extensionist, and coordinators; and (2) monitor scheme that can be designed based on the assessment of the implementation of Bukidnon State University Extension Projects.

METHODS

This study used a descriptive research method. Gay (1992) defines descriptive research as involving a collection of data in order to test hypotheses or to answer questions concerning the current status of the subject of the study and, determines and reports the way things are.

The respondents of the study were the beneficiaries, extensionists, and extension coordinators. The beneficiaries include the stakeholders who are the clientele or the recipient of the projects. It is also includes the external and internal communities as being the head of the barangay or office where the extension project was undertaken. The extensionists refer to project implementers which, include the Project Leaders in different colleges and the extension coordinators of the different colleges which, are recommended by the dean of the college and approved by the University President.

RESULTS AND DISCUSSION

A. Assessment of the Implementation of Bukidnon State University Extension Projects by College According to Beneficiaries

Table 1

Assessment of beneficiaries in the implementation of BukSU Extension Projects under the College of Arts and Sciences

Indicators	Mean	Standard Deviation	Qualitative Description
1.) A Collaborative Food Security Program (Capability Building)			
a. Training Sessions on Verme composting & Pesticide	4.40	0.68	Highly Implemented
b. Vermicast Output	4.55	0.51	Fully Implemented
Mean	4.47		Highly Implemented
2.) Mathematics tutorial services for Daraghuyan Tribal Youth			
a .Conduct tutorial classes to first year students	4.40	0.60	Highly Implemented
b. Conduct tutorial classes to second year students	4.45	0.61	Highly Implemented
c. Conduct tutorial classes to third year students	4.34	0.75	Highly Implemented
d. Conduct tutorial classes to fourth year students	4.28	0.75	Highly Implemented
Mean	4.37		Highly Implemented

Table 1 continued

Indicators	Mean	Standard Deviation	Qualitative Description
3.) Sustainable Community-Based Development Program			
a. Seminar on Solid Waste Management	4.46	0.62	Highly Implemented
b. Orientation on beautification	4.43	0.72	Highly Implemented
c. Lecture on Vegetable Gardening	4.36	0.71	Highly Implemented
d. Lecture on Maximizing the front yard	4.43	0.67	Highly Implemented
Mean	4.42		Highly Implemented

As shown in Table 1, there were three (3) projects implemented by the College of Arts and Sciences. These are A Collaborative Food Security Program, Mathematics Tutorial Services for Daraghuyan Tribal Youth Beneficiaries, and Sustainable Community Based Development Program: Cleanliness and Beautification Vegetable Gardening and Solid Waste Management Education. Generally, all the activities under each program were highly implemented, except for the activity on Vermicast output, which was fully implemented. Unlike the activities of other projects, coming up with vermicast output does not always require much money to produce it. According to them, vermicast would help address the financial problems of the local populace. The production of vermicast enhances food security because it can be marketed in food establishments like carenderia and restaurants.

The beneficiaries were taught how to recycle and manage waste properly. They attended lectures on beatification and maximizing the front yard for vegetable gardening which does not only generate income to those who have no stable jobs but also maintain the ecological balance of their environment.

Among the indigenous people of Bukidnon like the Daraghuyan tribe, formal education is just their second or their least priority in life. They are more concerned with necessities for survival. Hence, they drop out of school as early the first year or second year high school. They lack interest in formal education especially, during the second-year of high school which, may be considered a transitory period in secondary education. They would help their parents do farm works to help support their parents. Because of this reality, the beneficiaries assessed that it is on the second year high school level, where tutorial classes were very highly implemented by project implementers to help sustain the interest of the aforesaid ethnic group. Tutorial classes were given to enable the second year student grasp the operation in mathematics needed for practical life or their day-

to-day survival as observed.

Other activities that were assessed by the beneficiaries as highly implemented a seminar on solid waste management and conduct tutorial classes to second-year students. Seminar on waste management may address our bloating population if implemented. Solid waste problem parallels to the growth of population if implemented. Hence, people have to be taught how to recycle these solid wastes to maintain the ecological balance of our environment.

Table 2

Assessment of beneficiaries in the implementation of BukSU Extension Projects under the College of Education

Indicators	Mean	Standard Deviation	Qualitative Description
1.) Computer-literacy for effective eGovernance in Malaybalay			
a. Computer Basic	4.20	0.57	Highly Implemented
b. Word Processing	4.16	0.55	Highly Implemented
c. Hardware Devices	3.88	0.52	Highly Implemented
d. Software	3.84	0.55	Highly Implemented
e. Electric Spreadsheet	3.76	0.59	Highly Implemented
f. Presentation of Outputs	4.20	0.40	Highly Implemented
Mean	4.01		Highly Implemented
2.) Community Based Preschool Education			
a. Deployment and Supervision of Student Teachers	4.56	0.50	Fully Implemented
b. Conduct of lectures, demonstrations, trainings to	4.52	0.50	Fully Implemented
c. Conferences, Observation for the Day care Worker	4.52	0.50	Fully Implemented
Mean	4.53		Fully Implemented
3.) Barangay-Based Early Childhood Education Kilometro 4 (Day Care Center			
a. Deployment and Supervision of Student Teachers	4.65	0.48	Fully Implemented
b. Conduct of lectures, trainings to the parents	4.65	0.48	Fully Implemented
c. Conferences, Observation for the Day Care Worker	4.65	0.48	Fully Implemented
d. Feeding	4.69	0.47	Fully Implemented
Mean	4.66		Fully Implemented
4.) Choral Clinic Program for Choirs in Bukidnon			
a. Choir Trainings	4.60	0.50	Fully Implemented
b. Chorale Festival	4.60	0.50	Fully Implemented
Mean	4.60		Fully Implemented
5.) Strengthening the Promotion of Songs and Dances			
a. Trainings	4.95	0.22	Fully Implemented
b. Exposure	5.0	0	Fully Implemented
c. Presentations (Invitations)	5.0	0	Fully Implemented
Mean	4.98		Fully Implemented

Table 2 continued

Indicators	Mean	Standard Deviation	Qualitative Description
6.) Baranagy Early Childhood Education Project (Bugcaon)			
a. Daily Conduct of Instruction	4.84	0.37	Fully Implemented
b. Supervision of Student Teachers	4.48	0.37	Highly Implemented
c. Nutrition Program	4.73	0.45	Fully Implemented
d. conduct Trainings, Lectures and Demonstrations	4.73	0.45	Fully Implemented
Mean	4.70		Fully Implemented

Table 2 shows that there are six projects which the College of Education had implemented. These projects had a total of twenty-two activities of which fifteen were fully implemented, and seven were highly implemented as assessed by the beneficiaries of the said college. Looking closely on the projects that were fully implemented, strengthening the promotion and popularization of Bukidnon Heritage through Teachings of Songs and Dances registered the highest mean ranging from 4.95 to 5.0. The implementation of this particular project gave on it because modern technology has eroded our traditional cultural values. Young generation would no longer patronize kundiman songs and tinikling dance to mention a few as observed. The teacher of the College of Education Performing Arts Department are socially and morally obligated to preserve and sustain our national songs and dances by conducting training to people in our local communities, inviting them to witness cultural presentations so that the value and love for our country will be imbibed. It is a strategy to sustain their loyalty and sense of nationalism to our Filipino culture.

However, the beneficiaries also assessed that the following project were fully implemented: Barangay-Based Early childhood Education: A partnership Between BukSU and Barangay Kilometro 4 Day Care Centers; Chorale Clinic Program for Choirs in Bukidnon; and Community based Pre School Education: a Partnership Between Bukidnon State University and Barangay Casisang whose activities gained their mean values from as low as 4.52 to as high as 4.69. These indicate that the implementers of these projects gave their attention in the development of cultural values among the young and the old alike through formal lecture and instruction, conference, choral training, and other activities. Student teachers were developed and supervised in the field to help the regular teacher provide service to the local communities. The real test of a good teacher is if he can go beyond the four walls of the classroom. A good teacher is one who can respond to the problem and needs of the community. De Guzman

(1999) affirmed that the building of learning communities with the consequent achievement of a learning society is the vision of the global movement and the Philippine plan of action on Education for All.

Likewise, the beneficiaries of the College of Education assessed that the activities under the project, Computer- literacy for Effective Governance in Malaybalay were highly implemented. It is worthwhile to preserve our cultural values. However, the teacher cannot ignore the advent of modern technology such as the use of computers, and other electronic gadgets. The Teacher needs to balance the values of the past and the present to make our people globally competitive. These are the current realities which we have to accept or else our people and country will be left in socio-economic isolation. Cunanan (2007) pointed out that extension work also has the objective of changing the people's outlook towards their difficulties, for only by this mean can any permanent improvement be achieved. It is a process of education with the constant aim of developing knowledge, will power and skill of people to solve their problems.

Table 3

Assessment of beneficiaries in the implementation of BukSU Extension Projects under the College of Business

Indicators	Mean	Standard Deviation	Qualitative Description
1.) Micro Enterprise Planning and Development Project			
a. Business Planning	4.20	0.52	Highly Implemented
b. Book Keeping	3.76	0.72	Highly Implemented
c. Business Opportunity Scanning	4.08	0.70	Highly Implemented
Average	4.01		Highly Implemented
2.) Computer Literacy towards e-Governance: An Extension Project of CBAIT in Building a Better Community			
a. Computer Basics	4.32	0.56	Highly Implemented
b. Hardware Devices	4.03	0.56	Highly Implemented
c. Software	3.97	0.49	Highly Implemented
d. Word processing	4.10	0.66	Highly Implemented
e. Electronic Spreadsheet	3.39	0.52	Highly Implemented
f. Presentation Software	3.70	0.47	Highly Implemented
g. Internet Basic	3.73	0.52	Highly Implemented
Average	3.96		Highly Implemented

There were two projects implemented by the College of Business as shown at Table 3. These are Micro Enterprise Planning and Development Project with three activities; and Computer Literacy towards e-Governance: An Extension

Project of CoB in Building a Better Community with seven activities.

All the activities under the said projects were highly implemented the assessment of the beneficiaries. It has to be noted that nowadays, modern technology and business are no longer confined in the urban areas. It has permeated the rural areas, especially with the electrification project of the national government. The people in the rural areas are caching up with those in the Poblacion and urban setting.

Computer Basic and Business Planning registered the two highest mean values, which imply that people in the community need to learn. These activities have to be developed while they are preoccupied with firmed activities and other livelihood endeavors. They do not have to rely always on the services of people who are formally trained to do business and computer activities. Through these activities, it will enhance the community people's awareness on what is happening in our local, national, and global economy. In determining the effect of Extension educational program, the objectives of the program usually serve as guides from which potential program outcomes are determined. an extension activity or whatever must geared towards learning from what you are doing and how you are doing it, by focusing on efficiency, effectiveness, and impact according to Shapiro (1984). And this must be guided by the program objectives and work plans from which potential program outcomes are determined.

Table 4

Assessment of beneficiaries in the implementation of BukSU Extension Projects under the College of Social Development and Technology

Indicators	Mean	Standard Deviation	Qualitative Description
1.) Community Based Capability Building Development Project			
a. Automobile Troubleshooting and Electrical Safety Measures	4.37	0.56	Highly Implemented
b. Food Processing	4.60	0.50	Fully Implemented
c. 5 S Housekeeping	4.53	0.51	Fully Implemented
d. Parliamentary Procedures	4.57	0.50	Fully Implemented
Average	4.52		Fully Implemented

It can be shown in Table 4 that there was only project implemented by the College of Social Development and Technology department. Of its four activities, three were fully implemented, and one was highly implemented. Results show that food processing, 5 S housekeeping, and parliamentary procedures were fully

implemented because in terms of expertise engaged in extension projects, the division under which the activities have more faculty members who were tapped to do the work. The resources needed to execute the said activities are cheaper compared to automobile troubleshooting, and electrical project. Moreover, the automobile division has very few manpower who were tasked to do the extension project. However, the beneficiaries assessed that automobile troubleshooting was highly implemented despite its limited resources.

B. Assessment on the Implementation of BukSU Extension Projects by College. According to Extensionist

Assessment of the extensionist on the implementation of BukSU Extension Project under the College of Arts and Sciences

The Indicators of Collaborative Food security Program show that they were all highly implemented as shown by their respective mean variable values. It can be deduced from these data that the extensionist under the specific project had sustained their collaborative efforts with their stakeholders in understanding their project. The stakeholders had gradually enhanced their interest and sustained their knowledge on vermiculture through periodic training which improves their skills. Malaybalay is a growing city, which means that vermicast output is a demand for various food establishments. It is an added income for the stakeholders.

This observation is supported by Farrington (1997) who stated that the demand for effective and efficient programs has always been part of community-based outreach projects; however the relevance and sustainability of such projects are usually overlooked by implementers and thus may be accounted for through assessment and evaluation.

Assessment of the extensionist on the implementation of BukSU Extension Projects under the College of Education

The extension projects under the College of Teacher Education were all fully implemented. There is a very negligible difference on the mean value which suggests that the extensionists implemented the BukSU Extension Projects almost similarly. Further, it can be implied that the College of Teacher Education Extensionist demonstrated full commitment to the projects they had undertaken despite their academic load. These extensionists demonstrated excellent skills and competence in facilitating the projects they implemented. Their periodic attendance to in-service trainings on computer literacy, community based

preschool education barangay-based early childhood education, choral clinic program, promotion and popularization of Bukidnon heritage through teachings of songs and dances honed their skills in implementing the BSU Extension Projects. Active participation and involvement in various extension trainings will enhance the knowledge, skills and competence of teachers. Valdez (2005) pointed out that the learning and teaching experiences of the faculty during the extension service that developed the students to be responsible, self-renewed, and ethical citizens who became aware and concerned with the underprivileged children, learned the value of service, developed cooperation, learned to be on time, being prepared with materials.

Assessment of the extensionist on the implementation of BukSU Extension Projects under the College of Business

Indicators under the project Micro Enterprise Planning and Development were fully implemented. These are business planning and business opportunity scanning. This is a confirmation that stakeholders in Malaybalay tend to be business-oriented because of the presence of many agri-business establishment in the city and even throughout the province of Bukidnon. With the other indicator like book keeping yielded the lower mean value but qualitatively described as very highly implemented. This implies that the stakeholders still need some more training in bookkeeping to be more competent in their chosen endeavor. Some of the data can be linked in causal ways to the program, and some cannot. Impact reporting focuses on specific program result and the data may be narrowly linked only to the program stakeholders deem important (Patton, 1997).

However the extensionist fully implemented all the seven indicators under the project Computer Literacy Towards e-Governance. These are Computer Basics, Presentation Software, Internet Basic and the like. This is a indicator that the extensionists are all skillful and competent in any activity which is computer – based. This is the reality of the present generation that computer is the tool of any activity to attain fast, precise and accurate data. Computer technology is the current need of the time. According to FAO (1993), the continuing rapid development of telecommunications and computer-based information technology is probably the biggest factor for change in extension, one which will facilitate and reinforce other changes. There are many possibilities for the potential applications of the technology in extension services.

Assessment of the extensionist on the implementation of BukSU Extension Projects under the College of Social development and Technology

The Community- Based Capability Building Development Project has four (4) indicators which were all fully implemented. A closer analysis shows that food processing registered the highest mean value, followed by 5s housekeeping and parliamentary procedures and automobile troubleshooting.

The data implies that the extensionists of CSDT were competent in the transfer of knowledge and skills to their stakeholders as food processing is very basic to human survival. It would generate additional income to the family especially during this time of economic crisis. 5 s housekeeping is another activity that enhance sound health for the members of the family. Further, with the gradual technological development of the Philippines and the countryside, people need to be equipped with advance knowledge and skills in automobile troubleshooting and electrical safety measures. Another thing, people need to be logically conversant in expressing their ideas to their fellowmen which they learn through parliamentary procedure.

Westheimer (2004) defines personally responsible citizen as one who acts responsibly in his/her community by, for example, picking up litter, giving blood, recycling, volunteering, and staying out of debt. They are responsible citizens who work and pay taxes, obey laws, and help those in need during crises such as floods. As responsible citizen they contribute food or clothing drives when asked and volunteer to help those unfortunate.

C. Assessment on the Implementation of BukSU Extension Projects as Extension Coordinator

Assessment of extension coordinator in the implementation of BukSU Extension Projects under the College of Arts and Sciences

The results imply that the project implementers put in their full commitment in the realization of the project to address the basic as well as the educational needs of their stakeholders. These activities that registered the highest mean value are training session on vermin composting and pesticides, seminar on solid waste management, orientation on vegetable gardening, and lecture on maximizing the front yard. Mathematics tutorial services were conducted to all year levels of students belonging to Daraghuyan tribal youth. This is an indicator that the project implementers of the College of Arts and Sciences were able to fully translate their theoretical knowledge into actual situations to cater to the needs

of the community.

These results corroborate with the study of Cunanan et al. (2007), which revealed that extension work also has the objectives of changing the people's outlook towards their difficulties, for only by this can any permanent improvement be achieved. It is a process of education with the constant aim of developing knowledge, will power and skill of people to solve their problems. These are realities which need to be recognized and acknowledged.

Assessment of extension coordinator in the implementation of BukSU Extension Projects under the College of Education

In terms of mean value, the project on Computer–Literacy for effective eGovernance in Malaybalay City, with six indicators registered the highest means ranging from Computer Basic to Presentation of Outputs. This finding implies that the implementers of the project were competent and knew the project they had undertaken. It has to be noted that all of the implementers are computer literate. It was easy for them to facilitate the transfer of knowledge to their clientele. It would also indicate that the clientele was not difficult to teach the mechanics a computer machine. This is a computer-age generation where computer machine is essentially used in doing any endeavor from school, farming, and business activities. Other projects whose indicators were also fully implemented are strengthening the Promotion and Popularization of Bukidnon Heritage through Teaching of Songs and Dances, and Barangay Early Childhood Education Project (Bugcaon Center). Promotion and Popularization of Bukidnon heritage in sustained by the College of Teacher Education implementers through exposure and presentation to enable the clientele to internalize the Bukidnon culture.

Assessment of extension coordinator in the implementation of BukSU Extension Projects under the College of Business

The indicators which were fully implemented ranged from computer basics to internet and from business planning to business opportunity scanning. Computer Literacy among employees of both public and private is a necessity to keep pace with the fast-changing society. There are many agri-business, companies mushrooming not only in the City of Malaybalay but throughout the province of Bukidnon. Along this end, the companies give priorities to applicants who are computer literate to keep track of the progress of their varied activities. This observation corroborates with the study of Cocamas (2004) who pointed out

that nowadays, computer proficiency needs to become the top priority among our nation's parents, teachers, students, business and government agencies. She adds that computers and software can play a role in improving the educational skills of the youth and in preparing them for the next centuries.

Assessment of extension coordinator in the implementation of BukSU Extension Projects under the College of Social Development and Technology

All of the four indicators of the project Community-Based Capability Building Development were fully implemented. This activities indicates that the implementers were able to fully make their clientele learned and acquired skills related to automotive troubleshooting, and electrical safety measures, food processing, 5S housekeeping and parliamentary procedures. These indicators are to the survival of community both economics, heath-related activities, and promotion of sound socio-political interaction and communication. Through these activities, the clientele can sustain their needs without always relying on Local Government Units for any vagueness support. Further, these activities equipped them the knowledge and skills to face the problems and challenges they encounter every day. Their potentials were tapped, and more developed though the BukSU Extension Projects.

McCormick et al. (1995) confirm that the concept of assessment has evolved since the mid-sixties as a direct offshoot of the social action legislation period. The logic behind identifying any problem stems from the desire to design and implement relevant solution or scheme which is based on measurable and achievable goals and objectives. Gathering data from potential clientele and actively involving them in the process of identifying potential solution increases the likelihood of implementing relevant plans or programs, thus, increasing the percentage of achieving appropriate outcomes.

CONCLUSIONS

The beneficiary was mostly benefited from the outcomes of the extension projects by the college as the activities were fully and highly implemented as planned and scheduled by the extensionists. Faculty members of each college who served as extensionists or extension workers/implementers were committed to their work as they fully implemented all the planned activities. Extension coordinators of the four colleges who were assigned as the extension managers and facilitators were skillful on the tasks they were assigned. The designed monitoring

scheme which resulted from the assessment is effective and efficient because it was developed for the specific purpose.

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