



DEPARTMENT OF
ENGLISH LANGUAGE
AND LITERATURE

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Strategic Excellence Portfolio

Advancing USM-DELL as the Regional Hub for Journalism, Language Research, and Student Media Development

A Narrative Report for AACUP Level IV Accreditation

August 12-14, 2026



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Institutional Context and Strategic Rationale

Higher education today is defined not only by excellence in instruction but by the capacity to generate knowledge, transform communities, forge global partnerships, and produce graduates responsive to the evolving demands of society. Universities are increasingly called to demonstrate that their academic programs are innovative, research-driven, socially relevant, and internationally engaged, guided throughout by a culture of continuous quality improvement. Within this landscape, quality assurance is no longer a matter of compliance alone—it is a commitment to institutional excellence, accountability, and transformative education.

The Bachelor of Arts in English Language (BAEL) program of the Department of English Language and Literature (DELL) at the University of Southern Mindanao (USM) embraces this challenge, positioning itself as a program that extends beyond conventional language instruction. Rooted in the humanities yet responsive to contemporary realities, the program integrates language, literature, communication, journalism, media, research, and community engagement to develop graduates who are intellectually competent, ethically grounded, socially responsible, and globally competitive. Through outcomes-based education and evidence-informed practice, the Department continually strengthens its instructional, research, extension, and innovation initiatives to prepare graduates for leadership across professional, academic, and civic contexts.

The pursuit of AACUP Level IV Accreditation marks a significant milestone in this journey. It reflects the Department's commitment to sustaining high standards and its aspiration to demonstrate mature institutional practice—strategic planning, scholarly productivity, impactful community engagement, international collaboration, and sustained organizational improvement. Level IV accreditation recognizes programs that have moved beyond quality assurance as compliance to institutionalize excellence as an enduring organizational culture.

This narrative report presents the Department's accomplishments across the five key areas evaluated under the Level IV framework: Research, Performance of Graduates, Community Service, International Linkages, and Planning. These areas were deliberately selected because they represent the program's highest levels of institutional maturity and collectively demonstrate how the Department fulfills its academic mission while advancing the broader development goals of the University and society.

- **Research** highlights the Department's commitment to a vibrant culture of scholarship through strategic governance, faculty and student research development, interdisciplinary collaboration, innovation, and dissemination—demonstrating how research informs instruction, addresses societal issues, and contributes to knowledge in language, literature, communication, journalism, education, and allied disciplines.
- **Performance of Graduates** provides evidence of the program's effectiveness in producing graduates who are employable, professionally versatile, ethically responsible, and equipped with industry-valued competencies. Graduate tracer studies, stakeholder feedback, and alumni achievements affirm the continuing

relevance of the BA English Language curriculum to the changing demands of the workplace.

- **Community Service** reflects the Department's conviction that academic excellence finds its highest expression through meaningful service. By integrating instruction, research, and extension, the Department sustains literacy, journalism, language education, and community development initiatives that empower learners, strengthen institutions, preserve culture, and advance social transformation across the region.
- **International Linkages** demonstrates the Department's commitment to global engagement through faculty scholarship, international collaboration, academic mobility, research partnerships, and participation in international academic networks—initiatives that broaden perspectives, strengthen institutional competitiveness, and prepare faculty and students to thrive in an increasingly interconnected academic environment.
- **Planning** illustrates how strategic governance binds these initiatives into an integrated whole. Through evidence-based planning, instructional innovation, research excellence, journalism leadership, strategic partnerships, and continuous quality improvement, the Department ensures that every program and activity contributes to clearly defined institutional goals and measurable outcomes.

Together, these five areas reveal a Department whose strengths are not isolated accomplishments but interconnected components of a single academic ecosystem. Research enriches instruction; instruction develops competent graduates; graduates extend the University's impact through professional practice; community engagement translates knowledge into social transformation; international collaboration expands scholarly horizons; and strategic planning ensures these initiatives remain sustainable, measurable, and responsive to future challenges. This integration reflects the Department's commitment to the University's fourfold functions of instruction, research, extension, and production and innovation, and to its mission of producing graduates who contribute meaningfully to national and global development.

More significantly, the evidence in this report affirms the Department's distinctive institutional identity. Through flagship initiatives in journalism education, student media development, interdisciplinary research, community engagement, and strategic partnerships, DELL has built an academic ecosystem that distinguishes it within the University and across the region—advancing a singular vision: to position USM, through the Department of English Language and Literature, as the regional hub for journalism, research, and student media development in Mindanao.

Ultimately, this narrative report is more than a record of achievement—the product of purposeful planning, collaborative leadership, faculty dedication, student achievement, and stakeholder partnership. As the Department builds on these foundations, it remains steadfast in its vision of empowering minds, generating knowledge, strengthening communities, and developing the scholars, researchers, communicators, journalists, and leaders who will shape the future of Mindanao, the nation, and the global academic community.

AACUP ACCREDITATION

Level IV Survey Visit

August 12-14, 2026

Bachelor of Arts
in English Language



AREA III

COMMUNITY SERVICE

UNIVERSITY OF SOUTHERN MINDANAO
DEPARTMENT OF
ENGLISH LANGUAGE
AND LITERATURE



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COMMUNITY SERVICE

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**Advancing Social Responsibility through Community-Based Literacy,
Research-Informed Extension, Capacity Building, Cultural Preservation, and
Sustainable Partnerships**

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Pillars of Community Service

- Pillar 1. **Community Needs Assessment and Evidence-Based Extension Planning**
- Pillar 2. **Discipline-Based Community Capacity Building**
- Pillar 3. **Strategic Partnerships and Community Engagement**
- Pillar 4. **Integration of Instruction, Research, and Extension**
- Pillar 5. **Community Impact, Sustainability, and Institutionalization**
- Pillar 6. **Innovation, Cultural Preservation, and Social Transformation**
- Pillar 7. **Student Participation and Experiential Learning in Extension**

Building a Socially Responsive AB English Language Program through Community-Based Literacy, Capacity Building, Research-Informed Extension, and Sustainable Partnerships

The Bachelor of Arts in English Language Program regards community service as an essential expression of its academic mission and social responsibility. As one of the three core functions of higher education, extension complements instruction and research by translating disciplinary expertise into meaningful community engagement that responds to educational, cultural, and societal needs. Guided by the University of Southern Mindanao's vision of inclusive development and public service, the Department of English Language and Literature (DELL) treats extension not as a series of isolated outreach activities but as a sustained academic enterprise that fosters reciprocal learning, collaborative partnerships, and transformative community development.

At the heart of the Department's extension initiatives is its **Extension Philosophy**:

The Department of English Language and Literature transforms its expertise in language, literacy, communication, journalism, and culture into sustainable community partnerships that empower learners, strengthen institutions, preserve Indigenous knowledge, and improve the quality of life through research-informed and community-responsive extension programs.

This philosophy reflects the Department's commitment to harnessing its disciplinary strengths in language education, literacy, communication, journalism, and cultural studies to respond to the evolving needs of partner communities. Extension programs are grounded in evidence-based planning, participatory engagement, and continuous quality improvement, ensuring that every initiative is relevant, responsive, and capable of generating sustainable educational and social impact. By integrating faculty expertise, student engagement, scholarly inquiry, and community participation, the Department advances extension as a dynamic platform for knowledge exchange, capacity building, and community empowerment.

The Department's extension agenda has evolved alongside emerging community needs and institutional priorities. It began with **DELL-4-CC (Developing English Language Leverage for Communicative Competence)**, which focused on enhancing communication and literacy competencies, and has since expanded into **SULAT (Strengthening Understanding, Literacy, Advocacy, and Textualization for Blaan Youth and Educators)** — the Department's flagship extension program, integrating literacy development, teacher capability-building, campus journalism, Indigenous education, and contextualized instructional material development. This progression demonstrates the Department's commitment to continuous quality improvement and its responsiveness to the educational realities of its partner communities.

To articulate the breadth and maturity of its extension system, the Department organizes its community engagement initiatives into six strategic pillars that collectively demonstrate

Bachelor of Arts in English Language

how academic expertise is translated into sustainable public service. Together, these pillars present a comprehensive extension ecosystem: it begins with participatory planning and evidence-based decision-making, progresses through discipline-based interventions and collaborative partnerships, integrates instruction and research into community engagement, and culminates in sustainable impact, innovation, and social transformation. More than a record of extension activities, this framework demonstrates how the Bachelor of Arts in English Language Program fulfills its mandate as a socially responsive academic unit — empowering communities through language, literacy, communication, and culture while advancing the University's commitment to excellence, public service, and nation-building.

COMMUNITY NEEDS ASSESSMENT & EVIDENCE-BASED EXTENSION PLANNING

The Department of English Language and Literature (DELL) recognizes that sustainable community engagement begins with a systematic understanding of the needs, priorities, and aspirations of its partner communities. Consistent with the extension mandate of the University of Southern Mindanao (USM), the Department adopts an evidence-based planning framework that ensures every extension initiative is responsive, collaborative, and aligned with institutional, regional, and national development priorities.

This planning framework is anchored on the University's Vision, Mission, Goals, and Objectives (VMGO); the USM Extension Framework; the **UniK (Unibersidad at Komunidad) Program**; and the College of Arts and Social Sciences Extension Agenda. Together, these institutional policies establish extension as an integral academic function that complements instruction and research while promoting social responsibility, community empowerment, and sustainable development.

University Extension Framework

The extension programs and community engagement initiatives of the Department of English Language and Literature (DELL) are firmly anchored in the institutional extension framework of the University of Southern Mindanao (USM). As one of the University's fourfold functions alongside instruction, research, and resource generation, extension serves as the primary mechanism through which academic expertise is translated into responsive, community-based development initiatives. Consequently, all extension programs of the Department are designed to contribute to the University's mandate of promoting inclusive growth, social responsibility, and sustainable community development.

The University's extension function is guided by its **Vision, Mission, Goal, Objectives, and Philosophies**, which collectively provide the policy direction for planning, implementing, monitoring, and evaluating extension initiatives across all academic and administrative units. These institutional foundations ensure that extension programs remain relevant to the needs of communities while supporting regional and national development priorities.

The University envisions a **developed and progressive Mindanao** supported by trained human resources, modern technologies, adequate financial resources, and quality education. Its extension mission is to facilitate the transfer of applicable technologies and the dissemination of useful knowledge generated by the University to improve the socio-economic well-being of its clientele, particularly underserved and marginalized communities. Guided by this mission, the University seeks to make its technical expertise, professional capabilities, and institutional resources available wherever they are needed, useful, and relevant.

Operationally, the University Extension Services Center pursues six major objectives: strengthening collaboration with government and non-government organizations; serving as a catalyst for development through training and capacity-building activities; enhancing development through effective mobilization of resources; prioritizing marginalized communities; providing technical consultancy and professional expertise; and ensuring that development interventions reach communities regardless of geographic or socio-economic barriers. These objectives are reinforced by the University's extension philosophies, which recognize extension as a university-wide function that integrates instruction, research, production, and community engagement while promoting collaborative partnerships and evidence-based action research.

The University's extension philosophy is translated into action through the **USM Extension Agenda** and the **UniK (Unibersidad at Komunidad) Program**, which serve as the University's strategic framework for community engagement. The USM Extension Agenda focuses on four institutional priorities:

1. Strengthening linkages with local government units, partner agencies, and communities through meaningful extension partnerships;
2. Intensifying public information and education campaigns on University extension programs and services;
3. Protecting, utilizing, and commercializing knowledge-based products and innovations; and
4. Implementing the Integrated Sustainable Development Approach through the UniK (Unibersidad at Komunidad) Program.

These 4 priority areas will serve as lens through which the 6 strategic themes are anchored for implementation.

- Health
- Economic Development
- Youth, Family, and Community
- Food Safety and Security
- Climate Change
- Peace

Under the UniK framework, faculty members are encouraged to submit extension projects geared towards human resource development resulting in physical, socio-cultural, economic and political well-being which are realized through the following service thrust and strategies:

1. Training. This service thrust provides participants with technical and practical competence in various field of human endeavor. Clients are provided with certain skills for employment or for increasing efficiency in their farm business.
2. Information/Communication. This strategy disseminates research findings and encourages their application for better living through bulletins, journals, manuals, leaflets, circulars, feature articles and press releases.

3. Demonstration/Action Program. Result and method demonstration projects shall be conducted and established in strategic places of the service areas or out of USM by each college/unit as means of effecting changes among the clientele.

4. Farm and Business Advisory/Technical Assistance. This would make available the services of the members of the University faculty and staff to the clientele. These services may include direct consultation, technical/farm advisory, facilitation, monitoring, evaluation, advocacy and introduction of innovations.

5. Linkages. The USM Extension Services Center is concerned with increasing agro-industrial productivity and profitability, developing human potential, improving nutrition and health, generating self-help program, enhancing economic development, strengthening environmental sensitivity with linkages and support agencies.

These University priorities and service thrusts provide the overarching framework from which all college- and department-level extension agendas are developed.

Alignment of the University, College, and Department Extension Agenda

Consistent with the University's extension framework, the **College of Arts and Social Sciences (CASS)** contextualizes these institutional priorities within the social sciences, humanities, language, communication, culture, and community development disciplines. The College Extension Agenda serves as the intermediary framework that translates the University's strategic priorities into discipline-specific extension programs implemented by its academic departments.

Within this institutional structure, the **Department of English Language and Literature (DELL)** develops and implements extension initiatives that capitalize on its disciplinary expertise in language, literature, communication, journalism, literacy, technical writing, and teacher education. The Department recognizes that sustainable community engagement begins with a systematic understanding of the needs, priorities, and aspirations of its partner communities. Accordingly, it adopts an evidence-based planning framework that ensures every extension program is responsive, collaborative, participatory, and aligned with institutional, regional, and national development goals.

The Department's initial extension agenda, **DELL-4-CC (Developing English Language Leverage for Communicative Competence)**, translated the Department's academic strengths into community-based capability-building programs focusing on language proficiency, literacy development, communication skills, journalism, and educational capacity building. Guided by the University's principle of making technical expertise available wherever it is needed, useful, and relevant, DELL-4-CC established the foundation for the Department's long-term engagement with schools, local government units, community organizations, and other partner institutions.

Building upon this foundation, the Department continuously refines its extension agenda to remain responsive to emerging societal needs while maintaining alignment with the University's strategic direction, the College of Arts and Social Sciences Extension Agenda, and the broader goals of sustainable and inclusive community development.

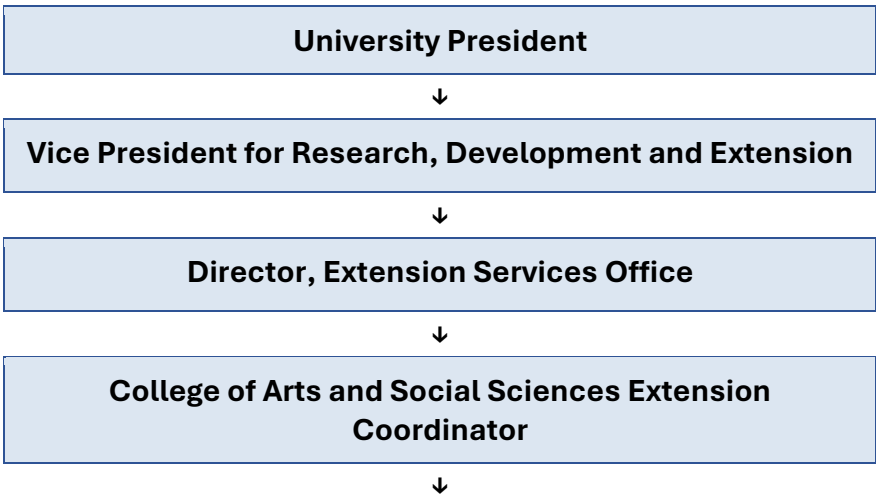
Organizational Structure of Extension Services

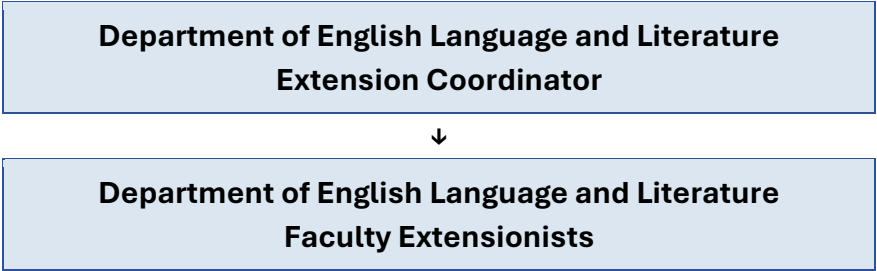
The implementation of extension programs follows the University's organizational structure to ensure effective coordination, accountability, and alignment across all levels of governance.

Organizational Structure of the Extension Services

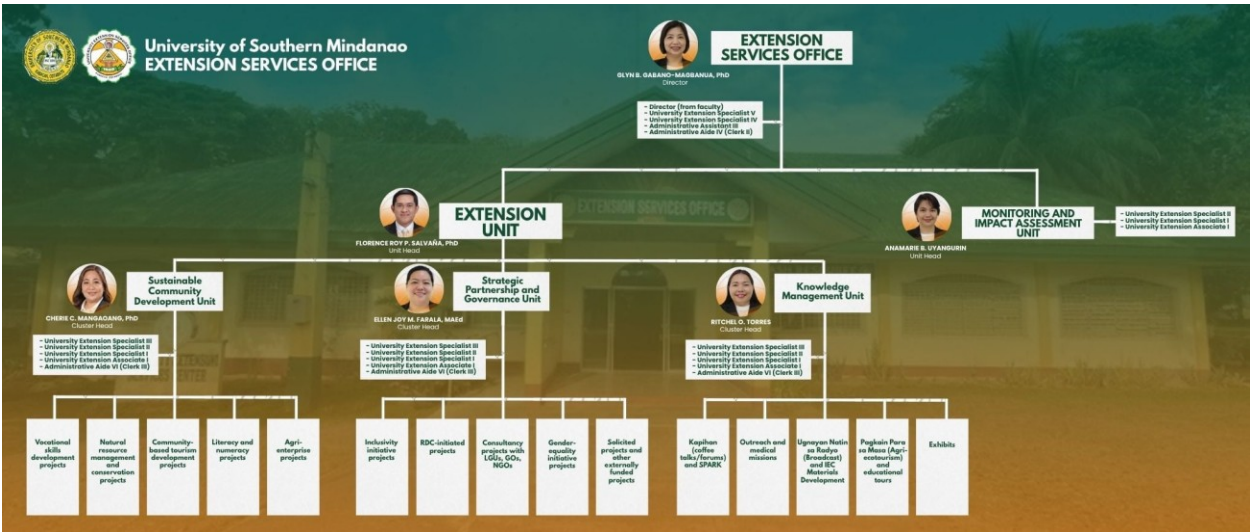
Level	Office/Unit	Primary Function
University	University President	Provides overall leadership and policy direction for extension services.
University	Vice President for Research, Development and Extension	Oversees institutional research and extension programs.
University	Director, Extension Services Office	Leads the planning, implementation, monitoring, and evaluation of the University extension programs.
College	College Extension Coordinator	Oversees and coordinates the planning, documentation, monitoring, evaluation, and reporting of the College's extension programs while ensuring compliance with the University extension policies, processes, and requirements.
Department	Department Extension Coordinator	Provides policy direction for the Department's faculty and student extension activities in accordance with the University policies and to lead the formulation of the Department's Community Extension Project (CEP).
Department	Faculty Extensionists	Design and implement extension projects, training, research-based interventions, and technical assistance activities.

Organizational Structure of the Extension Program





This organizational structure ensures that extension initiatives are implemented through a coordinated system of leadership, collaboration, and accountability, enabling the Department to effectively contribute to the University's vision of responsive, inclusive, and sustainable community engagement.

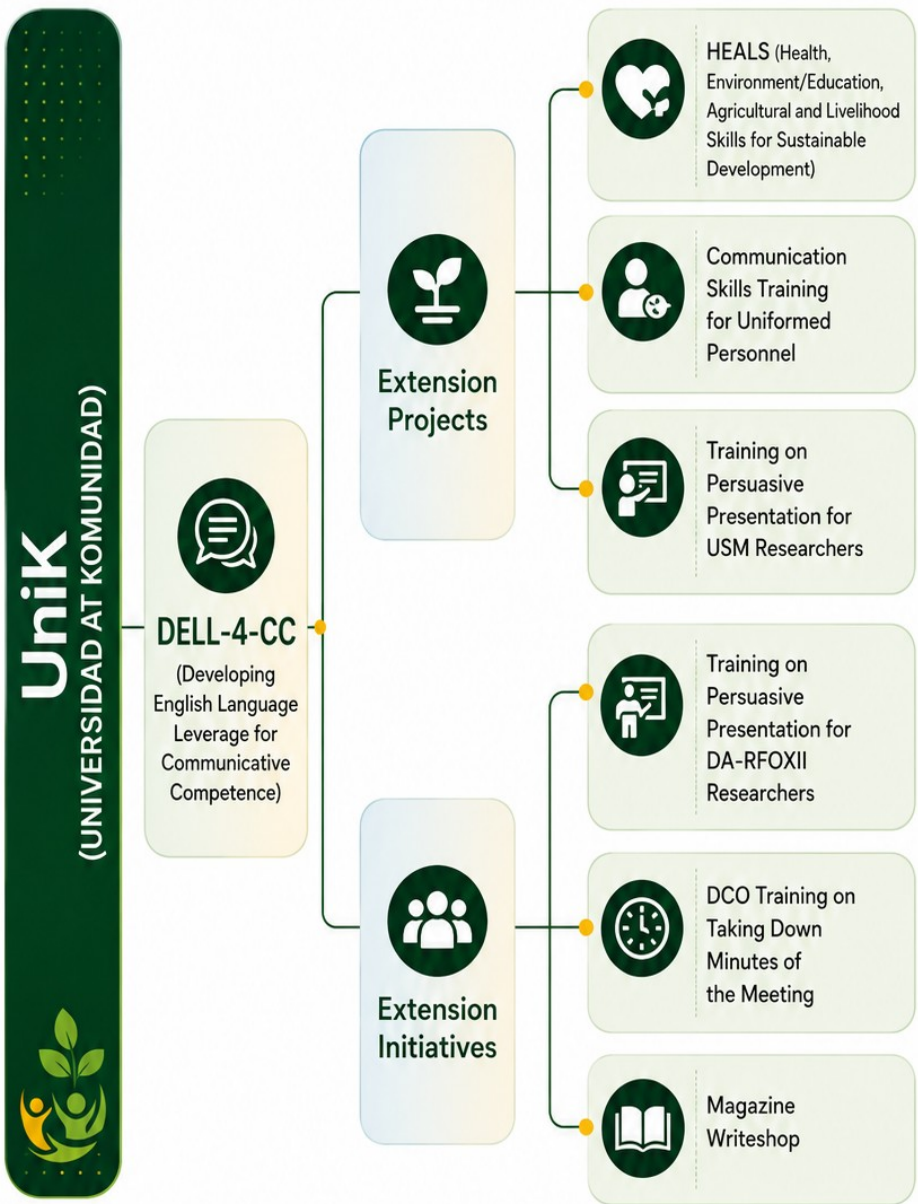


Within this policy environment, the Department developed **DELL-4-CC (Developing English Language Leverage for Communicative Competence)** as its initial extension agenda. Guided by the principle of providing technical expertise that is needed, useful, and relevant, DELL-4-CC translated the Department's disciplinary strengths in language, literature, communication, and literacy into community-based capability-building programs.

DELL-4-CC FRAMEWORK



DELL-4-CC reflects the strategic themes of the Extension Services Office and the thrusts of the UniK (Universidad at Komunidad).



Building Knowledge. Creating Impact.

Through collaboration, communication, and community engagement, we empower lives and strengthen communities.



Building knowledge through research



Creating impact for community and society

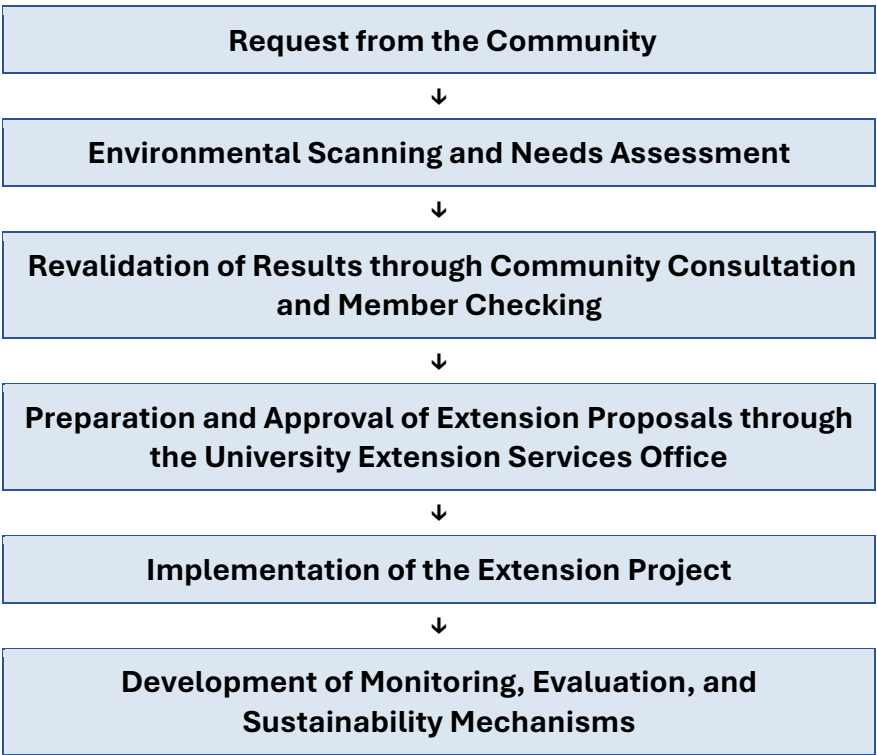
As community needs evolved, the Department strengthened its planning framework through continuous stakeholder engagement, environmental scanning, and program evaluation — eventually expanding its extension agenda into **SULAT (Strengthening Understanding, Literacy, Advocacy, and Textualization for Blaen Youth and Educators)**, its flagship program integrating literacy development, teacher capability-building, Indigenous education, campus journalism, and contextualized instructional material development.

By institutionalizing evidence-based planning as the foundation of its extension system, the Department ensures that its programs remain community-driven, research-informed, and aligned with the University's commitment to inclusive and sustainable development.

Implementation

The Department adopts a *participatory planning model that emphasizes collaboration with partner communities* throughout the extension cycle. Rather than designing programs solely from institutional perspectives, extension initiatives are developed through systematic consultation with beneficiaries, local stakeholders, and partner agencies to ensure that proposed interventions address authentic community concerns.

Figure 9.1. Community Needs-Based Extension Planning Framework



This framework was exemplified in the development of the Department's flagship program, *SULAT*, which originated from a formal request by **Bacong High School in Tulunan, Cotabato**. Following consultations with the school administration, the Department conducted an environmental scanning activity involving teachers, parents, the Barangay Local Government Unit (BLGU), the Sangguniang Kabataan (SK), and other community stakeholders.



School Head and teachers of Bacong High School visited the USM Extension Services Office on February 7, 2025 to formally request extension assistance for the establishment of a campus publication and other literacy-related initiatives.

Following a change in the leadership of Bacong High School, the Department recognized the need to revisit the initial assessment to ensure that the proposed extension interventions remained responsive to the school's current circumstances and priorities. Consequently, the Department conducted a revalidation of findings through community consultation and member checking, employing qualitative participatory approaches such as focus group discussions to engage the new school administration and other relevant stakeholders in reviewing and validating the concerns previously raised. Through this process, the partner community identified and confirmed three priority educational needs: campus journalism capability-building; literacy assessment and intervention for struggling readers; and the development of contextualized and culturally grounded reading materials for Blaan learners.





The DELL Extension Coordinator and the USM Extension Services Office conducted an environmental scanning at Bacong High School on February 13, 2025, and a revalidation of results on January 23, 2026 with teachers and BLGU representatives to identify community needs for future extension initiatives.

These findings became the basis for designing the project's implementation components, identifying faculty expertise, mobilizing student participation, and allocating institutional resources, ensuring that every intervention was grounded in empirical evidence rather than generalized assumptions.





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Following the program, Barangay Chairman Hon. Victor P. Acac, Sr. led a visit to the School of Living Tradition (SLT), where ESO outlined possible long-term extension projects. These include livelihood initiatives such as abaca wine production, beadwork, tabih weaving, and documenting and digitalizing Blaen cultural heritage to preserve and promote indigenous traditions.

Prof. Anamarie B. Uyangurin, the College of Social Sciences (CASS) Extension Coordinator; Dr. Orfelina M. Ajero, the DELL Chairperson; Prof. Elangbai B. Bimasingkil, the DELL Extension Coordinator; and Prof. Estella B. Barbosa, a DELL Faculty member, were also present during the activity.





UNIVERSITY OF SOUTHERN MINDANAO

Kabacan, Cotabato

Philippines



EXTENSION SERVICES OFFICE

NEEDS ASSESSMENT REPORT

I. EXECUTIVE SUMMARY

Project SULAT seeks to address critical educational, technical, and socio-economic gaps within the Blaen community of Barangay Bacong through a comprehensive, multi-sectoral approach. Key findings from the participatory assessment reveal an urgent need for specialized teacher training in journalism and radio broadcasting to fulfill Senior High School (SHS) curriculum requirements, complemented by the development of culturally contextualized literacy materials for students.

Crucially, the assessment identifies a significant need to strengthen the foundational support system of the learners by capacitating parents in their fundamental responsibilities. This includes providing seminars on functional literacy, promoting basic hygiene and health practices for their children, and enhancing pertinent parenting skills tailored to the community's cultural context. By empowering parents, the project ensures a more conducive and sustainable learning environment at home.

Furthermore, the findings highlight untapped economic potential in ecotourism and traditional crafts, which require the establishment of technical frameworks for sustainable growth. The primary recommendation is a holistic intervention focusing on capability building for educators, literacy and hygiene programs for youth and their families, and sustainable tourism management for the community to ensure inclusive and long-term development.

II. INTRODUCTION AND BACKGROUND

The target population for this initiative includes 242 junior high school students and 34 faculty members of Bacong High School, as well as the broader Blaen community, which constitutes 99% of the local population. Given the demographic profile, this assessment adopts a holistic framework, encompassing pedagogical instruction, digital literacy, cultural preservation, and sustainable ecotourism development within Barangay Bacong, Tulunan, Cotabato. Recognizing that academic success is deeply rooted in the domestic environment, the scope further extends to the socio-educational empowerment of parents, focusing on functional literacy and the reinforcement of essential parenting responsibilities.

conducted to achieve the following objectives:

ges encountered by teachers, students, and parents in Bacong High
tic educational development;
munity resources and underutilized cultural assets relevant to the
tainable extension project; and
zed services required from the University of Southern Mindanao
geted interventions in educator capability building, family-based
-led tourism management.

ted a Qualitative Participatory Research design to ensure a
munity development. Data was primarily gathered through a
y held at Bacong High School, involving key stakeholders such
ngay Local Government Unit (BLGU), the PTA President, the
iversity personnel led by the Project Leader Prof. Elangbai B.
recorded with the explicit informed consent of all participants
f data integrity and ethical compliance.

ata synthesis, a Member Checking protocol was implemented
redibility and trustworthiness. This involved presenting the
draft Needs Assessment Report back to the stakeholders of
ary phase allowed the Blaen community and the school faculty
identified gaps—specifically the urgent requests for Journalism
ng—and to confirm that the proposed interventions truly align
d educational priorities. By involving the participants in this
t ensures that the resulting roadmap is a true reflection of the

EXT

rangay Bacong is deeply rooted in heritage, with a population
al practices reflect this cultural identity through the continued
eties, although the number of farmers engaged in this practice
ltaneously, the local educational landscape is in a state of
res for the opening of the Senior High School level.

diverse resources that provide a strong foundation for
include Fekung Ambok, an 80-meter high waterfall with a high
mated at 500 to 600 visitors per day. Supporting infrastructure

unity activities and an unused School of Living
opment. Culturally, the community maintains
rature, and performance arts. These assets are
ding a supportive staff of 34 teachers and a
at has expressed a strong willingness to help
d.

in the community reveals a complex interplay
conomic challenges that require targeted
he knowledge gaps are centered on a lack of
fically, faculty members lack the technical and
e Senior High School (SHS) radio broadcasting
us journalism program or school newsletter.
foundational knowledge regarding ecotourism
ent among local stakeholders.

r severe resource gaps, characterized by a total
dial reading materials. This lack of tailored
essing of English literacy needs among Blaen
ack for their performance in other core content
structure is hindered by a non-specialized ICT
ng expertise required for digital hardware and

r exacerbated by deep-seated socio-economic
ap in parental support systems, driven by high
attainment among parents. These factors have
a lack of formal training in essential parenting
giene management. Without addressing these
is a cycle of low academic engagement, as the
to reinforce the pedagogical gains made in the

SED INTERVENTION

is, the following strategic pillars are proposed:

Highlights and Accomplishments

The Department has institutionalized evidence-based planning as a standard practice across all extension initiatives. Major accomplishments include:

- **Development of DELL-4-CC** as the Department's pioneering extension agenda, anchored on communicative competence.
- **Expansion of the Department's extension framework** into **SULAT**, reflecting a broader and more holistic approach to literacy, Indigenous education, journalism, and teacher development.
- **Successful conduct of environmental scanning and participatory needs assessment in Bacong High School**, involving school administrators, teachers, parents, local government officials, and community representatives.
- **Establishment of a collaborative planning mechanism** that actively involves beneficiaries in identifying priority interventions.
- **Integration of qualitative participatory research**, stakeholder consultation, and member checking into extension planning.
- **Alignment of departmental extension initiatives** with the University's Extension Framework, UniK Program, and CASS Extension Agenda.

These accomplishments demonstrate the Department's transition from activity-based outreach toward an institutionalized, research-informed extension planning system.

DISCIPLINE-BASED COMMUNITY CAPACITY BUILDING

The Department of English Language and Literature (DELL) recognizes that the most meaningful form of community engagement draws directly from its academic expertise. As a discipline specializing in language, literature, communication, literacy, and journalism, **the Department is uniquely positioned to contribute to community development through interventions that strengthen communicative competence, functional literacy, educational quality, and human capacity.** This philosophy is consistent with the University of Southern Mindanao's extension mandate, which encourages every academic unit to draw on its disciplinary strengths in delivering extension services that are needed, useful, and relevant to partner communities.

Anchored on the USM Extension Framework, the UniK (Unibersidad at Komunidad) Program, and the College of Arts and Social Sciences Extension Agenda, the Department adopts a *discipline-based extension model* that transforms academic knowledge into practical community interventions. Rather than implementing generalized outreach activities, the Department designs programs that directly apply faculty expertise in language education, journalism, professional communication, literacy development, and instructional material development to address identified educational and societal needs.

This discipline-driven approach was initially operationalized through DELL-4-CC, which focused on enhancing communication and literacy competencies among diverse client groups. Building on years of extension experience and evolving community needs, the Department broadened its disciplinary engagement through SULAT, a flagship program that integrates literacy development, campus journalism, teacher capability-building, Indigenous education, and contextualized instructional resource development into a comprehensive community empowerment framework.

Implementation

The Department operationalizes its discipline-based extension agenda through a diverse portfolio of capability-building programs that respond to the educational, professional, and developmental needs of its partner communities. Faculty members serve as trainers, facilitators, mentors, consultants, and resource persons, while BA English Language students actively participate through service-learning, literacy assessment, journalism mentoring, and extension support activities.

The Department's extension initiatives fall into five major areas of specialization:

- 1. Literacy Development.** Literacy remains the Department's primary extension thrust. Early initiatives focused on improving the literacy competencies of the 7th Infantry Battalion through a comprehensive nine-month literacy training program covering

writing, journalism, and reporting — demonstrating the Department's commitment to extending educational opportunities beyond traditional school settings while empowering adult learners through language education. This literacy agenda has since evolved into a research-informed approach under the SULAT Project, where diagnostic reading assessments, reading interventions, and the development of contextualized and culturally grounded instructional materials are implemented to improve literacy outcomes among Indigenous learners.

2. Journalism and Media Literacy. Recognizing campus journalism as an instrument for literacy development, civic engagement, and responsible communication, the Department has consistently delivered journalism capability-building programs for students, teachers, and educational institutions. Under the SULAT Project, structured workshops on language mechanics, editorial writing, feature writing, news writing, sports writing, layout and design, and publication production were conducted to establish a functional and culturally responsive campus publication at Bacong High School. These initiatives promote critical thinking, ethical journalism, and Indigenous representation while strengthening participants' communication competencies.

3. Professional Communication and Workplace Writing. The Department has likewise extended its expertise in professional communication by offering specialized training programs for government personnel, extension workers, researchers, barangay officials, women leaders, youth organizations, and community associations. Training topics include:

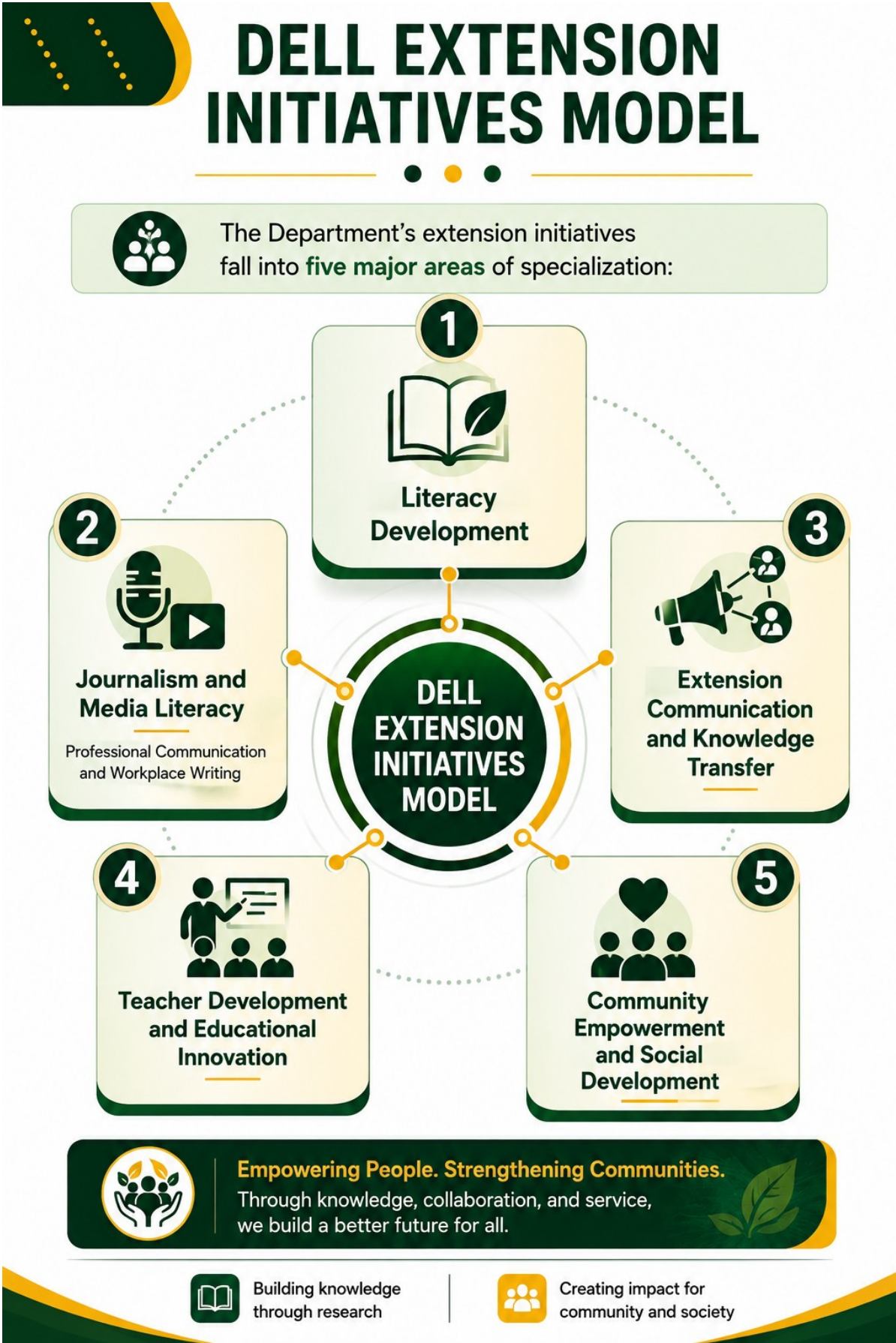
- Business Letter Writing
- Business Proposal Writing
- Writing Minutes of Meetings
- Crafting Resolutions
- Persuasive Presentation Skills
- Communication for Researchers
- Public Speaking and Professional Presentation

These activities strengthen workplace communication, organizational effectiveness, and professional competence across sectors.

4. Extension Communication and Knowledge Transfer. During the COVID-19 pandemic, the Department demonstrated adaptability by supporting the University's extension communication initiatives. Faculty members facilitated a series of seminars on developing print-based Information, Education, and Communication (IEC) materials for extension workers across the University's colleges and campuses. These trainings enhanced the University's capacity to communicate extension programs effectively despite mobility restrictions and reinforced the Department's expertise in technical writing, communication design, and educational resource development.

5. Teacher Development and Educational Innovation. Through the SULAT Project, the Department expanded its community engagement to include teacher capability-building and instructional innovation. Faculty members collaborate with teachers in designing contextualized reading materials, conducting literacy assessments, interpreting learner

data, and integrating culturally responsive pedagogies into classroom instruction. This collaborative model enables teachers to become co-developers of instructional resources while strengthening their competencies in literacy instruction, journalism education, and contextualized curriculum development.



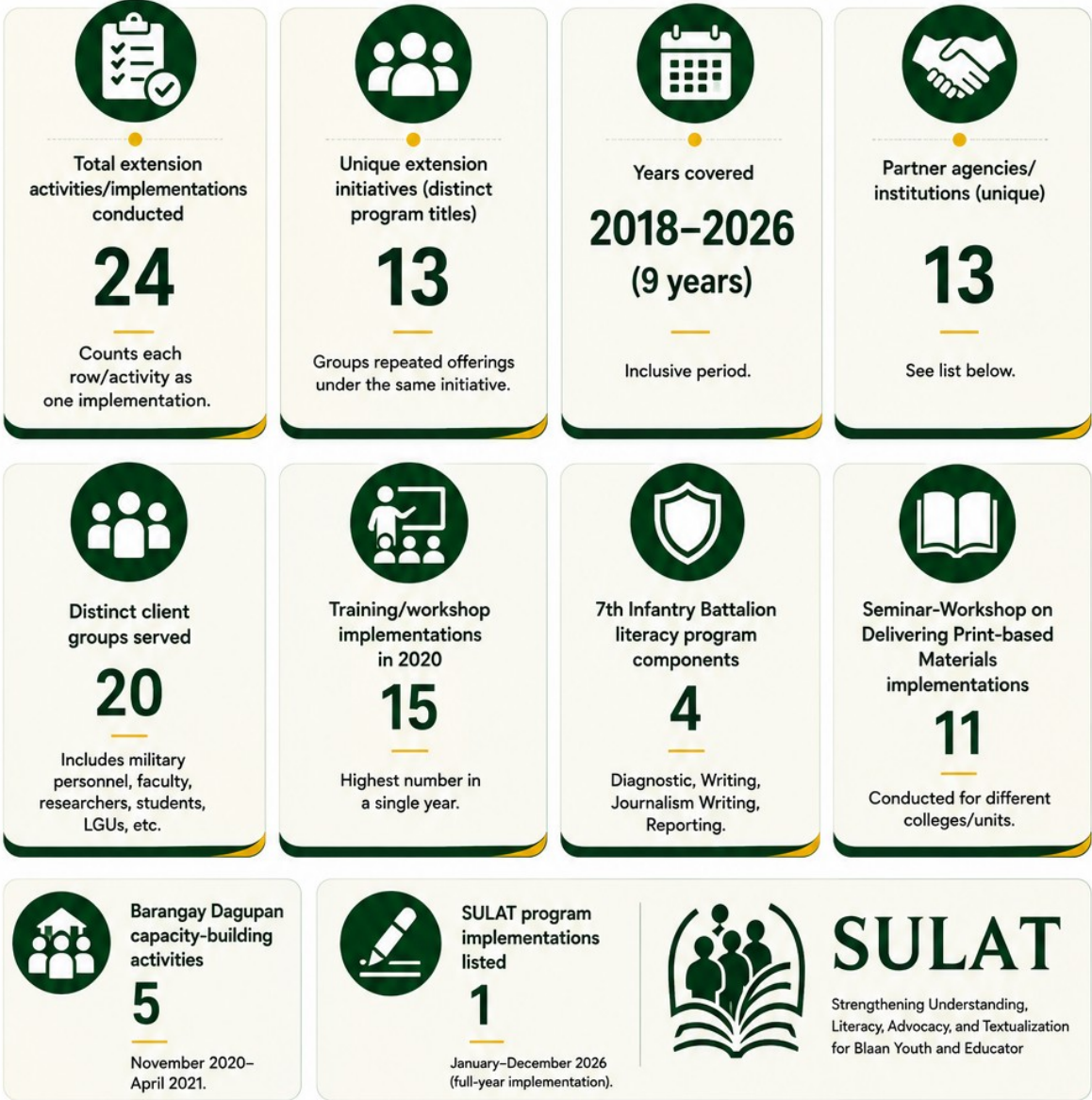
DELL’s Extension Program Profile

DELL has consistently implemented extension programs that reflect its commitment to community engagement and inclusive development. Guided by the University's extension agenda and responsive to the needs of partner communities, these initiatives translate the Department's expertise in language, literature, communication, journalism, and media literacy into meaningful interventions for education, empowerment, and social transformation. In line with CHED's framework, DELL's extension efforts span training, technical assistance, and community outreach — services designed not only to improve partner communities' quality of life, but also to build lasting university-community partnerships.

From 2018 to 2026, the Department of English Language and Literature (DELL) implemented **24 extension activities** under **13 distinct initiatives**, in collaboration with **13 partner agencies and institutions**. These initiatives served **more than 20 client groups**, including military personnel, educators, researchers, local government officials, youth, women, and indigenous communities. During the COVID-19 pandemic, DELL also conducted **11 university-wide capacity-building workshops** on developing print-based learning materials. These sustained efforts culminated in the implementation of **SULAT**, the Department's flagship year-long extension program, which advances literacy, campus journalism, and community empowerment.



DELL EXTENSION DATA AT A GLANCE





Expanding Reach. Creating Impact.

These data reflect the Department of English Language and Literature’s unwavering commitment to meaningful extension work that builds knowledge, strengthens communities, and transforms lives.

Stronger communities. Empowered learners. Lasting impact.





Building knowledge through research



Creating impact for community and society

Departmental Extension Projects, Programs, and Outreach Activities (2018–2026)

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE EXTENSION PROJECTS							
PROGRAM	OBJECTIVE	SPECIFIC ACTIVITY	LOCATION / SITE	NO. OF CLIENTS	PROJECT IMPLEMENTERS	FUNDING SOURCE	PARTNER AGENCY
SULAT: STRENGTHENING UNDERSTANDING, LITERACY, ADVOCACY, AND TEXTUALIZATION FOR BLAAN YOUTH AND EDUCATORS	COMPONENT 1: Campus Journalism Training for Blaan Students and Teachers K: 1. To develop teachers and Blaan student-journalists understanding of the principles, genres, and ethics of campus journalism, including news writing, feature writing, editorial writing, photojournalism, and broadcast reporting, through a series of workshops and hands-on training sessions. S: 2. To establish a functional and culturally inclusive campus publication that serves as a platform for Blaan students to express their perspectives, experiences, and cultural narratives while adhering to journalistic ethics and standards. A/P: 3. To promote critical thinking, civic engagement, and strong sense of indigenous identity among Blaan learners by integrating themes on Indigenous knowledge, human rights, environmental stewardship, and cultural pride into journalistic outputs.	1. Training-workshop on Campus Journalism Foundations: Language Mechanics Review, Management, Editorial, and Feature Writing 2. Training-workshop on Campus Journalism Foundations: Layout and Design, News and Sports Writing 3. Training-workshop on Campus Journalism Foundations: Editorial Writeshop and Publication Production	Bacong High School, Tulunan, Cotabato	55	Department of English Language and Literature	USM Fund 101	BLGU Bacong Bacong High School, Tulunan, Cotabato
	COMPONENT 2: Baseline Assessment of Learners' Reading Skills as Basis for Contextualized Material Development K: 1. To develop understanding of reading assessment frameworks, diagnostic tools, and ethical considerations in assessing learners' reading levels. S: 2. To administer, score, and analyze reading assessments to accurately determine the reading levels and specific literacy needs of learners. A/P: 3. To cultivate systematic and data-driven research practices by ensuring accurate documentation and responsible use of assessment results as a basis for the development of contextualized and culturally-grounded learning materials. COMPONENT 2: Development of Contextualized and Culturally-Grounded Reading Materials K: 1. To enhance understanding of the principles in developing contextualized, culturally-grounded, and level-appropriate reading materials based on assessed literacy needs. S: 2. To produce contextualized reading materials that reflect Blaan culture, lived	1. Conduct Baseline Assessment of Learners' Reading Skills 2. Data Analysis and Formulation of Evidence-Based Recommendations 1. Content Gathering and Needs-Based Planning 2. Writing Workshop on Development and	Bacong High School, Tulunan, Cotabato	204	Department of English Language and Literature	USM Fund 101	BLGU Bacong Bacong High School, Tulunan, Cotabato
			Bacong High School, Tulunan, Cotabato	55	Department of English Language and Literature	USM Fund 101	BLGU Bacong Bacong High School, Tulunan, Cotabato

	experiences, and community narratives while addressing identified reading gaps. A/P: 3. To promote sustained use and continuous refinement of culturally responsive reading materials in literacy instruction, ensuring improved reading outcomes among the most at-risk students.	Design of Reading Materials 3. Validation and Finalization of Materials					
Pathways to Reintegration: Empowering Person Deprived of Liberty through Skills Training and Personal Development	Component 2: Crafting Your Future: Application Writing Workshop 1. To enhance participants' knowledge of the structure, format, and content of effective application letters. 2. To develop participants' writing skills in preparing clear, professional, and persuasive application letters for employment opportunities. 3. To build confidence in presenting personal qualifications, skill, and experiences relevant to job applications.	1. Training-workshop on Writing Job Application Letter for Employment Readiness 2. Training-workshop on Resume Writing: Developing Effective Employment Document 3. Training-workshop on Practicing Job Interview Skills: Building Confidence, Communication, and Professional Readiness	Kabacan District Jail, Brgy. Kayaga, Kabacan, Cotabato	20	Department of Criminal Justice Education in collaboration with the Department of English Language and Literature	USM Fund 101	Kabacan Bureau of Jail Management and Penology (BJMP)
Teacher Nanay: Mothers Today, Teachers Tomorrow	Component 3: Revitalizing the Interpersonal Communication Skills of Mothers in an Indigenous Community 1. To improve interpersonal communication skills	Training -workshop on 1. How to write Request Letter	Cuyapon, Kabacan, Cotabato	30	College of Arts and Social Sciences Department of English	USM Fund 101	BLGU Cuyapon

		2. Essentials of Business Letter Writing 3. Problem-solving and Decision-making: The Power of Collaboration in Extension Proposal Making 4. Improving verbal communication skills 5. Writing a need-based rationale for proposal making 6. Purposes, parts and styles of business letter			Language and Literature		
HEALS: Health. Environment/ Education, Agriculture and Livelihood Skills for Sustainable Development	Life and Livelihood Skills Training 1. To develop a balanced lifestyle through the practice of healthy leisure activities and application of functional literacy	1. Seminar-Workshop on Developing Print-based Materials (by batches) 2. Seminar-Workshop on Writing Business Letters	Extension Conference Hall, USM Dagupan Session Hall,	165 (spread across 13 batches) 45 (Women group,	All units/ colleges, USM with participation of DELL faculty	USM Fund 101	Barangay Dagupan ATI

		2. Business Proposal Writing 3. Taking Meeting Minutes 4. Crafting Resolutions	Dagupan, Kabacan, Cotabato	BLGU officials & SK Officials)			
Communication Skills Training for Uniformed Personnel of the 7 th Infantry Battalion	1. Enhance English communication skills with emphasis on technical writing	Literacy Training for: 1. Technical Writing 2. Journalism Writing 3. Reporting	Speech Laboratory, College of Arts and Sciences	64	Department of English Language and Literature	Department's budget	7 th Infantry Battalion

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE COMMUNITY OUTREACH ACTIVITIES

PROGRAM	OBJECTIVE	SPECIFIC ACTIVITY	LOCATION/ SITE	NO. OF CLIENTS	PROJECT IMPLEMENTERS	FUNDING SOURCE	PARTNER AGENCY
Training- workshops for researchers and employees from various government agencies	1. Enhance their knowledge and understanding of effective communication principles in developing and presenting research, technical information, and other professional content to varied audiences.	1. Training-workshops on "Showcasing your Brand: enhancing Persuasive Presentation Skills for Researchers"	Extension Conference Hall, USM	30	Glyn G. Magbanua		SOXAARR DEC
	2. Develop practical skills in persuasive presentation, content organization, and communication material development for the effective dissemination of research findings, programs, and institutional information.	2. Training-workshops on "Showcasing your Brand: enhancing Persuasive Presentation Skills"	Amas Research and Experiment Station	30	Ardniel A. Baladjay		DA-RFO XII

	3. Apply appropriate communication strategies and techniques in producing audience-responsive presentations and information materials that effectively communicate research, programs, and organizational initiatives.	3. Magazine Workshop	ATI Satellite Training Center	25			
Literacy In Books: A Collaborative Action Through Resource and Outreach (L.I.B.R.O.)	1. To promote reading to its target beneficiaries by highlighting the importance of books, strengthen reading skills, foster appreciation for literature 2. To provide more reading materials and books to the target school and individuals, especially those who might not have easy access to them	1. Donated books and other reading materials to the target beneficiaries 2. Reached and encouraged more beneficiaries to participate in reading activities 3. Conducted reading and storytelling sessions, reading exercises, and interactive learning activities for the beneficiaries	USM Annex Elementary School	45	Department of English Language and Literature AB English Society	ABES Funds	USM Annex Elementary School
Be MINDFUL: Media Information and Navigation for Digital Freedom, Understanding, and Literacy	1. To enhance the participants' understanding of digital literacy and its importance in preventing online scams and misinformation	1. Lecture Workshop on Combating Fake News and Misinformation 2. Lecture Workshop on:	Tibao Brgy. Hall, M'lang, Cotabato	34	College of Arts and Social Sciences in Collaboration with the Department of English	College Fund	BLGU Tibao

	2. To educate participants on identifying phishing, scams, and clickbait content to promote responsible online behavior 3. To introduce participants to digital security practices and strategies for protecting personal data and online identity 4. To develop participants' awareness of digital marketing as a tool for personal and community-based economic growth 5. To foster partnerships and collaboration between the university, local government, and community stakeholders in promoting media literacy and digital empowerment	A. Raising Awareness and Preventing Online Scams B. Exploring Affiliate Marketing and Content Creation in Social Media			Language and Literature and CASS Local Student Government		
CASSayuran	1. To enhance high school students' awareness and understanding of cybersecurity, online risks, and responsible digital behavior, and equip them with practical knowledge and strategies to protect their personal information, online identity, and well-being in digital environments.	1. Seminar on CASSayuran: A Safe Space for Smart Choice,	Matalam National High School	55	College of Arts and Social Sciences in Collaboration with the Department of English Language and Literature and CASS Local Student Government	College Fund	Matalam National High School Balaod Mindanaw

Highlights and Accomplishments

The Department has established a strong record of discipline-based extension initiatives that demonstrate the practical application of academic expertise to community development. Among its major accomplishments:

- **Successful implementation of the 7th Infantry Battalion Literacy Training Program**, one of the Department's earliest long-term literacy extension initiatives.
- **Conduct of communication and workplace writing seminars** benefiting researchers, extension personnel, local government officials, women leaders, and youth organizations.
- **Delivery of University-wide capability-building programs** on IEC material development during the COVID-19 pandemic.
- **Development and implementation of the SULAT Project**, integrating literacy development, journalism education, teacher training, and contextualized instructional material development.
- **Establishment of a campus journalism program and editorial board** at Bacong High School.
- **Administration of baseline reading assessments** for more than 200 learners as the foundation for evidence-based literacy interventions.
- **Active participation of AB English Language** students in literacy assessment, extension implementation, and community engagement activities.

Collectively, these accomplishments demonstrate the Department's sustained commitment to translating disciplinary expertise into transformative community services that address educational, professional, and societal needs.

STRATEGIC PARTNERSHIPS & COLLABORATIVE COMMUNITY ENGAGEMENT POLICY FRAMEWORK

The Department of English Language and Literature (DELL) recognizes that sustainable extension programs are built on strong and mutually beneficial partnerships. Consistent with the University of Southern Mindanao's extension philosophy, the Department views community engagement as a collaborative undertaking in which the University and its stakeholders contribute complementary expertise, resources, and shared responsibility toward common development goals.

This collaborative approach is anchored on the University's Extension Framework, the UniK Program, and the College of Arts and Social Sciences Extension Agenda — all of which emphasize partnership-building as a strategic mechanism for delivering responsive, relevant, and sustainable extension services. These institutional policies encourage academic units to establish linkages with government agencies, educational institutions, civil society organizations, local government units, and community organizations to maximize the impact of extension initiatives while avoiding fragmented and isolated interventions.

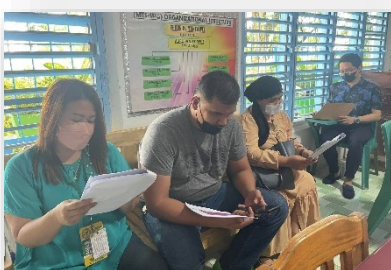
Guided by these principles, the Department has institutionalized partnership development as an integral component of its extension system. *Rather than functioning solely as a service provider, the Department adopts a participatory partnership model in which beneficiaries actively contribute to planning, implementation, monitoring, evaluation, and sustainability.* This collaborative governance framework strengthens stakeholder ownership, promotes shared accountability, and ensures that extension programs remain responsive to the evolving needs of partner communities.

Implementation

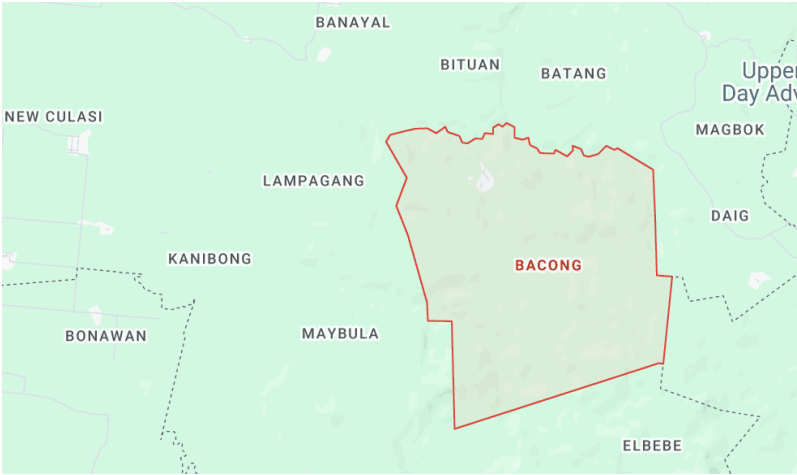
The Department implements its extension programs through strategic collaborations with a broad network of institutional and community partners whose expertise, resources, and mandates complement the Department's disciplinary strengths. These partnerships are established through formal requests, stakeholder consultations, collaborative planning sessions, and continuous coordination with the University Extension Services Office. The Department's collaborative engagements fall into five major partnership categories.

- 1. Educational Institutions.** Schools serve as the Department's primary extension partners in advancing literacy, language education, and teacher development. The Department's most significant educational partnership is with **Bacong High School in Tulunan, Cotabato**, through the implementation of the SULAT Project, where faculty members, teachers, school administrators, learners, and parents collaboratively implement programs on campus journalism, literacy assessment, contextualized instructional material development, and teacher capability-building.

This partnership exemplifies a shared commitment to improving educational outcomes while promoting culturally responsive instruction for Indigenous learners. DELL also expanded its extension initiatives through outreach programs in partner schools across the province, including **Datu Mantawil Memorial Elementary School**, **Malabuaya Elementary School**, and **Osias High School**. As part of these engagements, DELL faculty members served as resource persons, delivering lectures and training sessions on campus journalism, English grammar enhancement, and intensive English literacy development.



2. **Government and Public Sector Partnerships.** The Department actively collaborates with government agencies and local government units in delivering community-based capability-building initiatives. For SULAT Extension Project to kick off, a memorandum of agreement was signed between USM and **Bacong Local Government Unit.**



MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Agreement (MOA) is made and entered into in the Province of Cotabato, Philippines, by and among:

The **UNIVERSITY OF SOUTHERN MINDANAO (USM)**, a level IV State University created under the law of the Republic of the Philippines with principal office and postal address at Bali Masicap, Plang Avenue, Poblacion, Kabacan, Cotabato, Philippines, represented herein by its University President, **JONALD L. PIMENTEL, Ph.D.**, hereinafter referred to as "**USM**";

-and-

The **BARANGAY LOCAL GOVERNMENT UNIT OF BACONG**, a local government unit duly established and existing under Philippine laws, with a principal address in Barangay Bacong, Tulunan, Cotabato, represented in this act by its Punong Barangay, **VICTOR P. ACAC, SR.** herein referred to as "**BLGU-BACONG**";

-and-

The **BACONG HIGH SCHOOL (BHS)**, a public secondary educational institution under the Department of Education, with a principal address in Barangay Bacong, Tulunan, Cotabato, represented in this act by its School Head, **ALVIN P. EVARDO, P1** herein referred to as "**BHS**".

Jointly, the University of Southern Mindanao (USM), Barangay Local Government Unit of Bacong (BLGU-BACONG), and Bacong High School (BHS) hereinafter referred to as "**PARTIES**."

WITNESSETH:

WHEREAS, USM is mandated to deliver extension services to communities, providing expertise, resources, and capacity-building initiatives to foster sustainable development and address societal needs;

WHEREAS, BLGU-BACONG is the barangay local government unit of the Blaen community referred to in this Agreement, and is committed to the holistic development of its indigenous people constituents;

WHEREAS, BHS is committed to providing quality and culturally responsive education and recognizes the need to partner with other institutions to enhance student and teacher competencies;

WHEREAS, all PARTIES have identified the need to assist the Blaen tribe in Brgy. Bacong, Tulunan, Cotabato, who are facing challenges related to Senior High School curriculum requirements, functional literacy, parental responsibility, and socioeconomic marginalization;

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)
Municipality of Bacong) S.S.

BEFORE ME, a Notary Public, for and in the Municipality of Bacong, Cotabato, this day of 06 JUL 2026, personally appeared:

Name	Community Tax Date/Place Issued	Certificate No.
JONALD L. PIMENTEL, PhD		
VICTOR P. ACAC, SR.		
ALVIN P. EVARDO, P1		

All known to me to be the same persons who executed the foregoing instrument and acknowledged to me that the same is their free and voluntary act and deed as well as that of the governance agencies represented herein.

The instrument refers to a Memorandum of Agreement (MOA), consisting of five (5) pages, including the page whereon this acknowledgment is written, and signed by the parties and their instrumental witnesses on each and every page thereof.

WITNESS MY HAND AND NOTARIAL SEAL on the date and place first written above.

NOTARY PUBLIC

Doc. No. 261;
Page No. 42;
Book No. 148;
Series of 2026.

KERWIN L. BENITO
Notary Public for Bacong, Cotabato
Until December 31, 2026
Roll of Attorneys No. 52353
PTR No. 5627515/01-13-26; Cotabato City
IBP O.R. No. 5103578; 01-13-26; General Santos
MCLE - VIII-0635

Among its earliest extension partnerships was the collaboration with the **7th Infantry Battalion of the Armed Forces of the Philippines (AFP)**, which resulted in a comprehensive literacy training program for military personnel. Likewise, the Department has continuously worked with barangay local government units, the Sangguniang Kabataan (SK), and Parents-Teachers Associations (PTAs) in identifying community priorities, mobilizing local participation, and supporting project implementation. These collaborations strengthen the

Department's capacity to extend its services beyond academic institutions while contributing to community development and public service.



3. University and Interdisciplinary Collaborations. The Department actively participates in University-wide extension initiatives by working closely with the *University Extension Services Office* and other academic units. Under the University's **HEALS (Health, Environment/Education, Agriculture, and Livelihood Skills for Sustainable Development) Program**, the Department collaborated with the College of Business and Development Economics and Management, *College of Education* and the *Institute of Sports, Physical Education, and Recreation* in implementing the LIFE (Interfacing Life Skills and Fitness Education) component for partner communities. Similarly, during the COVID-19 pandemic, the Department partnered with the University Extension Services Office in conducting capability-building programs on IEC material development for extension workers from various colleges and campuses. These interdisciplinary collaborations demonstrate the Department's commitment to integrating its disciplinary expertise within broader institutional extension initiatives.



Republic of the Philippines
University of Southern Mindanao
EXTENSION SERVICES CENTER



FOCUS GROUP DISCUSSION REPORT

HEALS (Health, Environment, Agriculture and Livelihood Education for Sustainable Development)

Introduction

HEALS (Health, Environment, Agricultural and Livelihood Skills) for Sustainable Development represents the partnership between University of Southern Mindanao and Barangay Dagupan in Kabacan, Cotabato. Its four components namely: Interfacing Life Skills and Fitness Education (i-LIFE) for a Balanced Lifestyle, Skills Enhancement Towards Empowerment and Development of Self-Reliance (SEEDS), Marketing Opportunities through Viable Economic Resources (MOVER) and Delivering Information and Communication Technology Advancement Towards Enhancing (DICTATE) Livelihood aim to deliver extension services to various sectors of the partner community providing it a chance to develop not only economically but holistically.

However, the entry of COVID-19 into the normal conduct of activities in the community affected the delivery of extension services to the partner community to a great extent. The implementation of quarantine and the imposition of health protocols in the country limited mobility and prevented conduct of group activities. To continue the delivery of its services to the community in the present context, the UESO conducted a Focus

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Focus Group

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UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines

USM-1-RM-01-F01
Effectivity Date: September 29, 2014

UNIVERSITY RESEARCH OFFICE
15606

Telefax No.: (064) 572-2138
E-mail: research_office@usm.edu.ph
URL: http://www.usm.edu.ph

NOTICE TO PROCEED

NTP # 2018-0051

July 22, 2018

Prof. Analyn A. Gonzales
University of Southern Mindanao
Kabacan, Cotabato

Dear PROF. GONZALES

You, wherein signed proposal with four (4) components had been approved by the UPSCIC for 2018 funding in the amount of P 345,000.00 charged to USM Research Fund. Titled, "Development Nexes in teaching given that the conduct of the implementation-phase HEALS (HEALTH, ENVIRONMENT AGRICULTURAL LIVELIHOOD SKILLS) HEALS FOR SUSTAINABLE DEVELOPMENT" Component 1 Health Enhancement and Learning Via Skills towards a Healthy, Active Lifestyle (P.H.L. o HEALS); Component 2-Home Environment towards Empowerment and Development for Self-reliance (3HEEDS); Component 3-Marketing Opportunities through Values and Economic Resources (MOVE); Component IV-Delivering Information and Communication Technology Advancement Towards Enhancing Livelihood (DICTATE) Livelihood; was conveyed via letter from 7 days after the receipt of this notice up to FEBRUARY 2019.

As Project Leader, you shall be responsible for executing the completion of the authorized project in accordance with the approved work and financial plan. Furthermore, you have to submit quarterly progress report and make oral presentation during the University Research Development and Extension In-house Review. Upon completion of the project, you have to submit the 2 copies of the terminal report and a publishable form of research result before you can claim your last quarter incentive as project leader.

By virtue of this designation, you shall be entitled to corresponding honoraria subject to existing laws or policy on the matter.

In the event that you discontinue the extension project without justifiable reason, you have to refund/return to the University in the total amount you have actually spent; prior to the time you discontinue the research or initiative you are required to submit the necessary audits during the period you conducted the extension project.

Please acknowledge receipt and acceptance of this NOTICE by signing both copies in the space provided below.

Very truly yours,

ARONEL A. BALAABAY, PhD
OIC, Director for Extension

Recommending approval:

CAYSTANO C. PONARES, PhD
Vice Pres. for Res. Dev't & Ext'n. and
Vice-Chairman, UPSCIC

Approved by:

FRANCISCO GIL N. GARCIA, PhD
SUC President IV, USM and
Chairman, UPSCIC

USM-ARFO-Fo

USM-PMO-AAC-FB-05
Memorandum of Agreement (MOA)
Rev. 0 / 02/2019


14345

Type: External & Other MOA
Name: BLGU Dagupan, Kabacan, Cotabato
Project: Community-Building Programs through Extension Services
Date: JULY 15, 2019

Republic of the Philippines
University of Southern Mindanao
College of Business, Development Economics and
Kabacan, Cotabato

MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THIS PRESENTS:

JUL 15 2019

This Memorandum of Agreement is made and entered into this ___ day of ___ by and between:

The BARANGAY LOCAL GOVERNMENT UNIT OF DAGUPAN with principal office address in Brgy Dagupan, Kabacan, North Cotabato Province, Philippines, represented herein by its Barangay Captain, EDGAR V. SERNA and hereinafter referred as "BLGU Dagupan";

and

The UNIVERSITY OF SOUTHERN MINDANAO (USM), with principal office address at the Municipality of Kabacan, North Cotabato Province, Philippines, represented herein by its President, FRANCISCO GIL N. GARCIA, hereinafter referred to as "USM";

Jointly, the BARANGAY LOCAL GOVERNMENT UNIT OF DAGUPAN (BLGU Dagupan) and the UNIVERSITY OF SOUTHERN MINDANAO (USM) hereinafter referred to as "PARTNERS";

WHEREAS, BLGU Dagupan recognizes the need of technical assistance, particularly in the field of agriculture crops, poultry and livestock especially building for health, environment and livelihood with whom its area of responsibility;

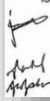
WHEREAS, BLGU Dagupan, through the office of the Barangay Captain, has sought the assistance of USM, which has adequate resources and technical expertise;

WHEREAS, the USM is a government institution of higher learning with four (4) mandated functions, namely: instruction, research, extension and production;

WHEREAS, the USM through the University Extension Services Center, has technical expertise and specializes who may undertake continuous activities for the benefit of the people of Mindanao;

WHEREAS, USM as an academic institution, through the office of the University Extension Services Center, supports BLGU Dagupan through its competency-building programs and information dissemination activities among others.

NOW THEREFORE, for and in consideration of the foregoing premises and strong commitment of the said parties for continuous to advance socioeconomic well-being and quality of life, the parties hereto agree to join forces in the planning and management of joint extension programs and/or research activities that shall enhance the community's assets and opportunities with the following provisions, to wit:



HEALS Program or the Health, Environment/Education, Agriculture, and Livelihood Skills for Sustainable Development was given a green light through the Notice to Proceed and was made official by Memorandum of Agreement.

4. Professional and Research Networks. The Department has established productive collaborations with professional organizations, research institutions, and government agencies to strengthen communication and knowledge transfer. Faculty members have served as trainers and resource persons for programs involving:

- **SOXAARRDEC;**
- the **Department of Agriculture Regional Field Office XII (DA-RFO XII);**
- the **University Research and Development Office;**
- the **University Quality Assurance Office;** and
- various **University extension coordinators** and researchers.

Through these engagements, the Department contributes its expertise in communication, technical writing, persuasive presentation, publication development, and knowledge dissemination, thereby enhancing the communication capacities of professionals across multiple sectors.

5. Community Organizations and Civil Society. Recognizing that sustainable development requires active community participation, the Department collaborates closely with grassroots organizations and community leaders. Extension programs have involved youth leaders, women's organizations, cooperative leaders, barangay officials, Indigenous community representatives, and parents as active partners rather than passive beneficiaries. These stakeholders participate in identifying community needs, validating intervention strategies, supporting project implementation, and sustaining project outcomes beyond the University's direct involvement — strengthening community ownership while fostering long-term partnerships anchored on trust, reciprocity, and shared responsibility.

Collaborative Extension Projects

The Department of English Language and Literature (DELL) actively strengthens its extension agenda through interdisciplinary and inter-agency collaborations that leverage the Department's expertise in language, literacy, communication, and professional writing to address diverse community needs. By partnering with academic units, government agencies, and community stakeholders, DELL extends its impact beyond literacy development to encompass employability, rehabilitation, and social inclusion.

One notable collaborative initiative is **Pathways to Reintegration: Empowering Persons Deprived of Liberty through Skills Training and Personal Development**, implemented by the Department of Criminal Justice Education in partnership with the Kabacan District Jail. As part of this program, DELL led **Component 2: "Crafting Your Future: Application Letter, Resume Writing, and Mock Job Interview Workshop,"** equipping **20 Persons Deprived of Liberty (PDLs)** with essential employment communication skills. Through lecture-workshops, guided writing exercises, resume preparation, and mock job interviews, participants developed competencies in professional writing, oral communication, and self-presentation, enhancing their employment readiness and supporting their successful reintegration into society.



Ms. Rezeille May C. Amilbahar, who delivered the lecture on "Writing Job Application Letters for Employment Readiness".



Ms. April Rose T. Butalid, who facilitated the discussion on "Resume Writing: Developing Effective Employment Documents."



Building on this collaborative approach, DELL also contributed its disciplinary expertise to the college-based extension program **TEACHER NANAY: Mothers Today, Teachers Tomorrow**, led by **Dr. Glyn G. Magbanua**. Specifically, DELL faculty members participated in **Component III: Parenting in a Pandemic: Revitalizing the Interpersonal Skills of Mothers in an Indigenous Community**, which focused on strengthening the functional communication and interpersonal competencies of participating mothers. Under this component, DELL faculty conducted a series of training-workshops on **How to Write a Request Letter; Essentials of Business Letter Writing; Problem-solving and Decision-making: The Power of Collaboration in Extension Proposal Making; Improving Verbal Communication Skills; Writing a Need-Based Rationale for Proposal Making; and Purposes, Parts, and Styles of Business Letters**. Through these activities, the participants were provided with practical opportunities to strengthen their written and verbal communication, collaborative problem-solving, decision-making, and basic proposal-writing skills. DELL's involvement in the program further demonstrates how its expertise in language and communication contributes to interdisciplinary extension initiatives designed to build the capacities of diverse community sectors.







UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines

NOTICE TO PROCEED

NTP # 2021-E005
February 16, 2021

DR. GLYN G. MAGBANUA
University of Southern Mindanao
Kabacan, Cotabato

Dear DR. MAGBANUA,

Your extension project proposal had been approved by the URDEC for 2021 funding in the amount of P 150,000.00 charged to Admin Cost allocation. Notice is hereby given that the conduct of the project/study entitled **"TEACHER NANAY: MOTHERS' TODAY, TEACHERS' TOMORROW"** may commence not later than 7 days after the receipt of this notice up to December 2021.

As Project Leader, you shall be responsible for ensuring the completion of the extension project in accordance with the approved work and financial plan. Furthermore, you have to submit quarterly progress report and make oral presentation during the University Research, Development and Extension In-House Reviews. Upon completion of the project, you have to submit six (6) copies of the terminal report and a publishable form of extension outputs.

In the event that you discontinue the extension project without justifiable reasons, you have to refund/return to the management the total amount you have actually spent prior to the time you discontinue the research. In addition you are required to submit the necessary output during the period you conducted the extension project.

Please acknowledge receipt and acceptance of this NOTICE by signing both copies in the space provided below.

Very truly yours,

MARY JOY S. CAÑOLAS, PhD
Director for Extension

Recommending approval

EDWARD A. BARLAAN, PhD
Vice Pres. for Res., Dev't & Ext'n and
Vice-Chairman, URDEC

Approved by:

FRANCISCO GIL N. GARCIA, PhD
SUC President IV, USM and
Chairman, URDEC

Conforme

GLYN G. MAGBANUA
Project Leader
2021-02-23
Date

USM RES-F10



University of Southern Mindanao
EXTENSION SERVICES OFFICE
COLLEGE OF ARTS AND SOCIAL SCIENCES



DEPARTMENT EXTENSION PROFILE

Department	Department of English Language and Literature (DELL)			
Year	2021			
Coordinator	Ronel A. Naringahon			
Extension Project	Teacher Nanay: Mothers Today, Teachers Tomorrow			
Proponent	Dr. Glyn G. Magbanua			
Project Duration	January - December 2021			
PROJECT DETAILS				
Activity Conducted	Date	Faculty Participant	Rank	Role in the Activity
Meeting with the Barangay Captain of Cuyapon (Follow-up of Needs Assessment)	September 24, 2021	Dr. Glyn Gabano-Magbanua	Assistant Professor 4	Presider of the meeting
		Sofia Loren E. Bonete-Neyra	Instructor 3	Secretariat
Launching of "Teacher Nanay: Mothers Today, Teachers Tomorrow"	October 07, 2021	Dr. Glyn Gabano-Magbanua	Assistant Professor 4	Overall Head
		Anamariel B. Uyangurin	Assistant Professor 4	Facilitator
		Sofia Loren E. Bonete-Neyra	Instructor 3	Facilitator



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OFFICE OF THE PRESIDENT



Special Order No. 149-C
Series of 2021

TO: MS. SOFIA LOREN E. NEYRA
PROF. MARICAR U. JUANEZA

- Component Leader
- Member

SUBJECT: Designation as COMPONENT RESEARCH TEAM in the component3, "Parenting in a Pandemic: Revitalizing the Interpersonal Skills of Mothers in an Indigenous Community"

DATE: Friday, 5 March 2021

In the exigency of the service and pursuant to the policy of harnessing the capabilities of faculty member/employee in managing the affairs of the University, you are hereby designated as COMPONENT RESEARCH TEAM in the component3, "Parenting in a Pandemic: Revitalizing the Interpersonal Skills of Mothers in an Indigenous Community" being implemented by the University of Southern Mindanao, in addition to your appointive position, for the period January 2021 to December 2021.

This order shall remain in force and in effect until otherwise sooner revoked by the undersigned or any competent authority. All issuances that are inconsistent with any of the provisions hereof are deemed revoked, amended or superseded.

FRANCISCO GIL N. GARCIA, RPAE, PhD
SUC President IV

By Authority of the President:

WILLIE JONES B. SALILING, RPAE, EnP
HRMDO Director

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Board Secretary

Page 1 of 1

"UNITY IN DIVERSITY AND
SUSTAINABLE DEVELOPMENT IN
MINDANAO THROUGH QUALITY AND RELEVANT EDUCATION."
USM-SYS-Fpo Rev. 1, 2020-07-14



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines

NOTICE TO PROCEED

Project Title

"TEACHER NANAY: MOTHERS TODAY, TEACHERS TOMORROW"

Project Leader:

DR. GLYN G. MAGBANUA

Component I:

Parenting in a Pandemic: Building Psychological Resilience of Mothers in an Indigenous Community

Component Leaders

1. Jerose L. Molina

Component -II:

Parenting in a Pandemic: Developing Functional Literacy of Mothers in an Indigenous Community

Component Leaders

1. Glyn B. Gabano
2. Shandra C. Gonzang
3. Erwin Mallo

Component III:

Parenting in a Pandemic: Revitalizing the Interpersonal Skills of Mothers in an Indigenous Community

Component Leaders:

1. Esperanza Lucena, Jr.
2. Sofia Loren Bonete-Neyra
3. Maricar U. Juaneza

Component -IV:

Parenting in a Pandemic: Raising Awareness of the Basic Rights of Women and Children Among Mothers in an Indigenous Community

Component Leader

1. Vicente delos Reyes
2. Mariz Balquin

Highlights and Accomplishments

The Department has developed an extensive network of strategic partnerships that has significantly expanded the scope and impact of its extension programs. Notable accomplishments include:

- **Establishment of long-term partnerships** with educational institutions, government agencies, and community organizations.
- **Successful collaboration with the 7th Infantry Battalion** in implementing a comprehensive literacy training program.
- **Institutional partnership with Bacong High School** for the implementation of SULAT.
- **Active participation in the University's HEALS and UniK extension initiatives** through interdisciplinary collaboration.
- **Delivery of communication and capability-building programs** for extension workers, researchers, government personnel, and professional organizations.
- **Engagement of local government units, Parents–Teachers Associations, Indigenous community representatives, and youth organizations** in extension planning and implementation.
- **Sustained collaboration with University offices**, including the University Extension Services Office, Research and Development Office, and Quality Assurance Office.
- Implemented collaborative extension projects with other University departments, including the **Department of Criminal Justice Education**, by providing communication, employability, and professional writing training for **Persons Deprived of Liberty (PDLs)** through the *Pathways to Reintegration* program.
- Delivered communication, literacy, journalism, and capability-building programs for extension workers, researchers, government personnel, professional organizations, educators, and community stakeholders.

These accomplishments demonstrate the Department's ability to build collaborative networks that enhance the relevance, reach, and sustainability of its community engagement initiatives.

INTEGRATION OF INSTRUCTION, RESEARCH, & EXTENSION POLICY FRAMEWORK

The Department of English Language and Literature (DELL) upholds the University's philosophy that instruction, research, and extension are complementary and mutually reinforcing functions of higher education. Consistent with the University of Southern Mindanao's Extension Framework, extension is not viewed as an independent outreach activity but as an academic enterprise in which disciplinary knowledge is generated through research, enriched through instruction, and applied through community engagement.

Anchored on this principle, the Bachelor of Arts in English Language Program integrates its instructional, research, and extension functions to create reciprocal learning opportunities that benefit both the University and its partner communities. Faculty expertise developed through teaching and scholarly inquiry informs the design of extension programs, while community experiences, emerging societal issues, and extension outcomes continuously enrich classroom instruction, inspire research initiatives, and strengthen curriculum implementation. This integrated approach reflects the **Department's commitment to experiential learning, evidence-based practice, and community-responsive scholarship**, ensuring that extension initiatives simultaneously contribute to student learning, faculty development, research productivity, and community empowerment.

Implementation

The Department operationalizes the integration of instruction, research, and extension through collaborative academic activities that engage faculty members and students in authentic community-based learning.

Faculty members apply their disciplinary expertise, acquired through teaching and research, by serving as trainers, facilitators, mentors, and technical experts in extension programs. Their instructional competencies in language education, journalism, communication, literacy, discourse studies, and instructional material development are translated into community interventions that directly address identified educational needs. At the same time, AB English Language students actively participate in extension activities as part of experiential and service-learning opportunities. Under faculty supervision, students serve as literacy assessors, journalism mentors, facilitators, documentation personnel, and extension volunteers, enabling them to apply theoretical concepts in authentic educational settings while cultivating civic responsibility and professional competence.

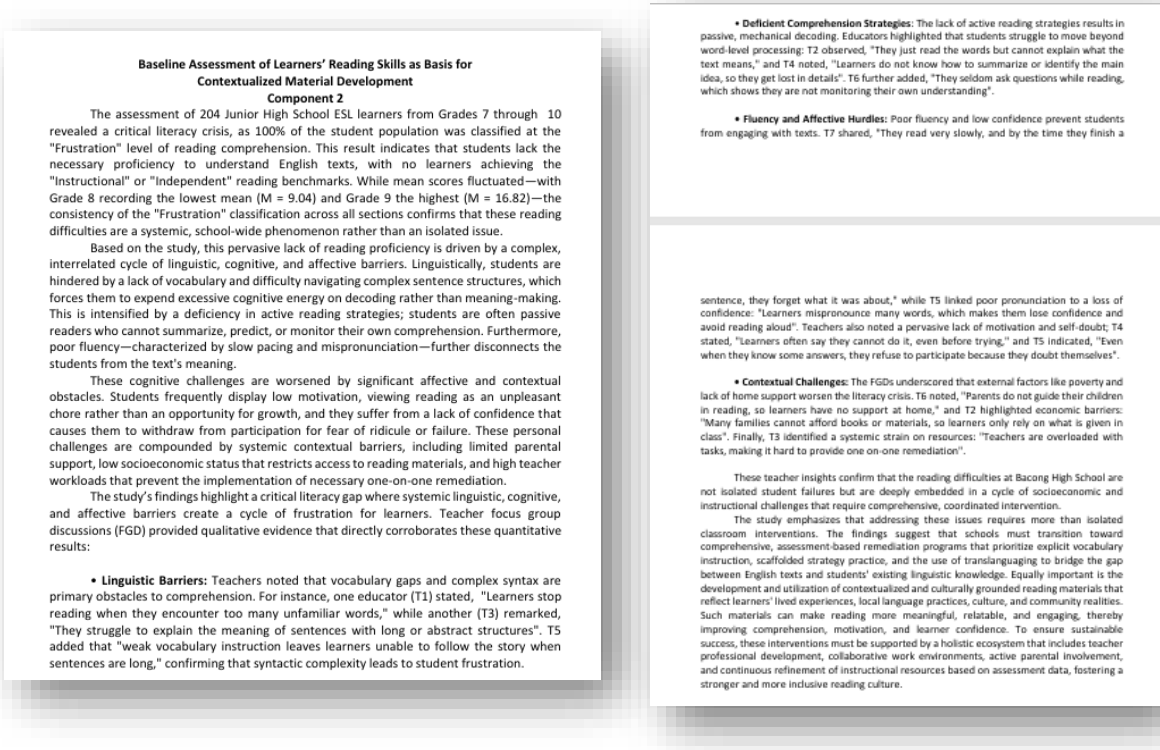
Research likewise serves as a critical component of the Department's extension framework. The SULAT Project exemplifies this integration by embedding systematic inquiry throughout the project cycle. Prior to implementation, qualitative participatory research, environmental scanning, and stakeholder consultations established the evidence base for program development. During implementation, AB English Language student researchers assisted in

administering the **Philippine Informal Reading Inventory (Phil-IRI)** to 204 learners, ensuring that literacy interventions were grounded in reliable empirical data.



The results of this baseline assessment subsequently will guide the design of **contextualized and culturally grounded reading materials tailored to the literacy needs of Blaan learners**. Rather than developing instructional resources based on assumptions, the Department adopted a research-informed approach in which extension interventions emerged directly from validated assessment findings. The assessment itself is currently being developed into a full research study that will further contribute to scholarship on literacy development among Indigenous learners. This cyclical relationship among

instruction, research, and extension ensures that community engagement continuously generates new knowledge while strengthening both academic practice and public service.



Highlights and Accomplishments

The Department has successfully institutionalized the integration of its threefold functions through various initiatives, including:

- **Active participation of AB English Language students** in literacy assessment, journalism mentoring, and extension implementation through service-learning.
- **Faculty-led extension programs** that directly apply classroom expertise in language, journalism, literacy, and communication.
- **Conduct of a baseline literacy assessment** involving 204 learners using the Phil-IRI.
- **Utilization of research findings** as the basis for developing contextualized and culturally grounded instructional materials.
- **Development of extension initiatives** that simultaneously generate research outputs, instructional innovations, and community impact.
- **Strengthening of experiential learning opportunities** that enable students to acquire professional competencies while serving partner communities.

These accomplishments demonstrate that extension activities contribute not only to community development but also to academic excellence and knowledge production.

SUSTAINABLE COMMUNITY EMPOWERMENT, INNOVATION, & SOCIAL IMPACT

The Department of English Language and Literature (DELL) believes that the success of extension programs is measured not by the number of activities conducted but by their ability to generate sustainable improvements in the lives of partner communities. Guided by the University of Southern Mindanao's extension philosophy, the Department adopts a sustainability-oriented approach that emphasizes long-term capacity building, institutional ownership, innovation, and continuous community engagement rather than one-time outreach interventions.

This philosophy aligns with the University's Extension Framework and the UniK Program, which promote integrated and community-driven development through capacity enhancement, stakeholder participation, and collaborative governance. Within this framework, the Department designs extension initiatives that empower communities to become active partners and eventually custodians of development programs, ensuring that project gains continue beyond the University's direct involvement. The Department's flagship extension program, SULAT, embodies this philosophy by integrating literacy development, teacher empowerment, campus journalism, Indigenous knowledge preservation, and contextualized instructional innovation into a sustainable community development model.

Implementation

The Department implements **sustainability through institutionalization, leadership development, continuous mentoring, and community ownership**. Rather than limiting its role to conducting training programs, the Department establishes mechanisms that enable partner communities to independently sustain extension outcomes.

Teacher capability-building remains central to this strategy. Throughout project implementation, teachers are engaged not only as participants but also as collaborators, co-facilitators, and future trainers, ensuring that schools acquire the technical expertise necessary to continue literacy interventions, administer reading assessments, mentor campus journalists, and utilize contextualized instructional materials independently.

Student leadership development likewise supports sustainability. Through the organization of editorial boards and mentorship of successive student journalists, the Department promotes succession planning that enables school publications to continue operating beyond the project's implementation period.

Innovation is further demonstrated through the development of contextualized and culturally grounded instructional materials based on empirical reading assessment results. By integrating Indigenous narratives, local culture, and learner experiences into literacy resources, the Department ensures that instructional innovations remain responsive to both educational needs and cultural preservation.

To maintain long-term engagement, the *Department conducts periodic monitoring, mentoring, technical assistance, and follow-up consultations with partner schools.* Continuous communication enables faculty members to provide professional support, evaluate project implementation, and identify emerging community needs that may inform future extension initiatives. The Department likewise sustains community engagement through the continuing participation of BA English Language students in service-learning, literacy intervention, journalism mentoring, and future extension projects, ensuring a continuous pool of trained volunteers while strengthening experiential learning.

The evaluation of the **SULAT: Strengthening Understanding, Literacy, Advocacy, and Textualization for Blaan Youth and Educators** Project demonstrates that its impact extends beyond the successful delivery of extension activities through a well-established **monitoring and sustainability framework**. Findings from the mixed-method evaluation (Client Satisfaction Survey, Focus Group Discussions, and Key Informant Interviews) showed an **Excellent** overall satisfaction rating (grand mean = **4.57**) and identified **emerging sustainability mechanisms** as one of the project's major outcomes. These mechanisms include continuous teacher capacity-building, active teacher involvement in project implementation, and the institutionalization of school-based journalism activities, ensuring that the competencies developed during the project can be sustained independently by the partner school.

To reinforce long-term outcomes, the Department of English Language and Literature has institutionalized a **monitoring and sustainability plan** that includes periodic monitoring visits, follow-up coaching, online consultations, regular needs assessments, and collaborative evaluation with Bacong High School. These department-level mechanisms complement the University's institutional monitoring and evaluation processes undertaken through the **University Extension Services Office (UESO)**, which conducts **impact assessments** and facilitates the **Research, Development, and Extension (RDE) In-House Review** during the **midyear and year-end periods** to monitor the implementation, progress, outputs, and accomplishments of extension projects. The sustainability framework likewise promotes succession planning for student journalists, integration of contextualized reading materials into the school's literacy programs, continued participation of BA English Language students through service-learning and extension activities, and the strengthening of university-community partnerships. The evaluation further confirmed the project's **positive social impact**, demonstrating that SULAT has contributed to improvements in literacy development, campus journalism, teacher capacity, cultural preservation, and educational empowerment among Blaan learners and educators. Collectively, these monitoring, evaluation, and sustainability mechanisms position SULAT not as a one-time

intervention but as a continuing extension program designed to sustain its gains, respond to emerging community needs, and generate lasting benefits for its partner community.

University of Southern Mindanao

ESO Evaluates SULAT Project through KII

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11 SUSTAINABLE DEVELOPMENT GOALS AND COMMUNITIES

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Education Program Specialist I Ms. Rahima A. Cabunto spearheaded a Key-Informant Interview (KII) with Project Leader Prof. Elangbai B. Dimasingkil and Component Leader Prof. Estella B. Barbosa.

Central to the discussion were the project's accomplishments, implementation activities, and coordination processes. A key highlight was the potential impact and sustainability of the project, which sparked a comprehensive dialogue between the monitoring and project teams.

"We need to ensure laying out all our interventions after conducting a rigorous community needs assessment so that during the implementation phase, we can move forward seamlessly," Ms. Cabunto expressed.

Standing as the Project Leader, Prof. Dimasingkil recognized the activity as a crucial step towards maintaining a high standard of accountability and project quality.

"Conversations like these help us to really know what things do we still need to consider during the implementation phase so we could have an impactful extension," Prof. Dimasingkil responded.

The KII concluded with the team planning to strategically implement its remaining components. Guided by the feedback mechanism initiated by the Monitoring and Impact Assessment Unit, SULAT will ensure lasting impact to its target beneficiaries. This underscored the Unit's efforts to institutionalize systematic evaluation and continuous improvement across extension programs.



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ESO-MIA Unit Administers FGD to Evaluate SULAT Project's Effectiveness Among Target Beneficiaries

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4 QUALITY

17 PARTNERSHIPS

11 SUSTAINABLE DEVELOPMENT GOALS

participate in ng coaching or mentoring ng mga naunang batch at ng mga bago para naman kahit wala na kayo ay maiipagpapatuloy po
y "University of Southern Mindanao," Teacher John Kenny D. Escoblan expressed.

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The activity concluded with a Client Satisfaction Survey (CSS), solidifying the overall satisfaction and positive feedback of the participants.

These efforts highlight the Monitoring and Impact Assessment Unit's commitment to rigorously evaluate extension projects, allowing for data-driven enhancements and long-term community impact.

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USM Reviews 57 Research and Extension Projects in Midyear RDE Monitoring

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Extension Services Office
University of Southern Mindanao
Kabacan, Cotabato

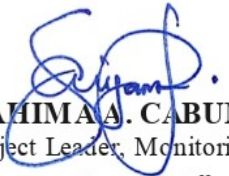
PROJECT ASSESSMENT REPORT

SULAT: Strengthening Understanding, Literacy, Advocacy, and Textualization for Blaan Youth and Educators

This is to certify that the project evaluation titled "*SULAT: Strengthening Understanding, Literacy, Advocacy, and Textualization for Blaan Youth and Educators*" was conducted and duly certified by the Extension Services Office, University of Southern Mindanao.

This certification is issued to affirm the validity and integrity of the assessment findings and to acknowledge the commitment of the Extension Services Office to evidence-based monitoring, assessment, and the continuous improvement of extension programs and community development initiatives. **This certification is issued for accreditation purposes only and shall not be used for JC₃ promotion.**

Project Assessment Conducted by:


RAHIMAA A. CABUNTO
Project Leader, Monitoring and Evaluation
Extension Services Office

Assessment Report of the Extension Project

SULAT: Strengthening Understanding, Literacy, Advocacy, and Textualization for Blaan Youth and Educators

Project Leader:

ELANGBAI B. DIMASINGKIL

Component Leaders:

ELANGBAI B. DIMASINGKIL

ESTELLA B. BARBOSA

ANAMARIE B. UYANGURIN

Participants:

ORFELINA M. AJERO

DONNIE M. TULUD

MIRASOL OGATIS VERONA

REZEILLE MAY C. AMILBAHAR

LLOYD ANTON VON M. COLITA

MARLON T. SALVADOR

GLYN B. GABANO-MAGBANUA

Project Implementer:

College of Arts and Social Sciences

Fund Source:

FUND 01

Period of Implementation:

2026

Community Beneficiaries:

Bacong Tulunan, Cotabato

Abstract

This assessment assessed the implementation of the SULAT: Strengthening Understanding, Literacy, Advocacy, and Textualization for Blaan Youth and Educators Project among its beneficiaries and key stakeholders. Specifically, it determined the beneficiaries' level of satisfaction with the project's implementation and assessed the project based on the experiences and perspectives of its beneficiaries and key stakeholders. A mixed-method assessment design was employed, utilizing the Client Satisfaction Survey (CSS), Focus Group Discussions (FGD), and Key Informant Interviews (KII). Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed through thematic analysis. The quantitative findings yielded an overall grand mean of 4.57, interpreted as Excellent, indicating that the

beneficiaries were highly satisfied with the implementation of the project. Qualitative analysis generated five major themes: (1) Responsive Project Implementation Addressing School Needs, (2) Enhanced Journalism Knowledge and Communication Competencies, (3) Increased Motivation, Engagement, and Aspirations in Campus Journalism, (4) Emerging Mechanisms Supporting Project Sustainability, and (5) Implementation Challenges Encountered During the Project. These findings indicate that the project effectively addressed the identified needs of the beneficiary school by strengthening journalism knowledge and communication competencies, fostering greater motivation and engagement among participants, and initiating sustainability mechanisms through continuous mentoring, teacher involvement, and school-based journalism activities. The assessment also identified implementation challenges related to participants' limited prior knowledge of journalism, resource constraints, and time limitations during the conduct of the training. The evaluation demonstrates that the SULAT Project was implemented successfully and generally achieved its intended objectives. The integration of quantitative and qualitative findings indicates that the project was responsive to the needs of the beneficiary school while providing practical insights for strengthening future implementation. The evaluation further highlights the importance of sustained mentoring, continuous teacher capacity-building, adequate learning resources, and institutional support to reinforce the gains achieved and promote the long-term sustainability of campus journalism initiatives.

Keywords: project assessment, mixed-method evaluation, campus journalism, journalism education, Blaán learners

INTRODUCTION

Indigenous learners in the Philippines continue to encounter barriers to quality education due to linguistic marginalization, socio-economic inequalities, and limited access to culturally responsive learning opportunities. Despite ongoing efforts under the Department of Education's Indigenous Peoples Education (IPEd) Program and the global commitment to Sustainable Development Goal 4 on inclusive and equitable quality education, many Indigenous schools still face challenges in providing learning experiences that reflect the language, culture, and lived realities of their learners. Studies have shown that culturally responsive educational interventions contribute to improved learner engagement, literacy development, and stronger cultural identity among Indigenous students (United Nations, 2015; UNESCO, 2004).

Among the educational needs commonly encountered in Indigenous communities is the limited opportunity for learners to develop their communication and writing skills while expressing their cultural identity through meaningful and authentic learning experiences. As identified through the environmental scanning and needs assessment conducted with Bacong High School and its stakeholders, the absence of a functional campus publication and the need to strengthen the journalism competencies of both teachers and Blaán student-journalists emerged as priority concerns. These gaps limit opportunities for students to develop critical thinking, communication skills, and civic engagement while providing few avenues for documenting and promoting Indigenous perspectives and community narratives.

To respond to these identified needs, the project "SULAT: Strengthening Understanding, Literacy, Advocacy, and Textualization for Blaán Youth and Educators" was implemented to strengthen the communication skills, journalism competencies, and cultural awareness of Blaán learners and educators through campus journalism training. The project provided

a series of lectures, workshops, and writeshops that enhanced participants' knowledge and skills in various journalistic disciplines while supporting the establishment of a culturally inclusive campus publication that serves as a platform for Blaán students to express their perspectives, experiences, and cultural identity. By integrating journalism education with Indigenous cultural advocacy, the project sought to empower learners to become effective communicators while fostering greater appreciation of their heritage and community narratives.

Given these intended outcomes, it is important to assess how effectively the project was implemented and the extent to which it addressed the identified needs of the partner school and its beneficiaries. Project evaluation provides a systematic means of examining the relevance of the intervention, the quality of its implementation, the knowledge and skills acquired by the participants, and their overall perceptions of the training. It also provides valuable insights into the potential of the project to sustain campus journalism initiatives and strengthen culturally responsive educational practices within the partner school.

The results of this assessment will provide evidence on the implementation of the project and serve as a basis for improving future extension initiatives. Furthermore, the findings may guide higher education institutions, extension practitioners, educators, and partner schools in designing more responsive and culturally grounded programs that strengthen communication skills, promote Indigenous identity, and support sustainable literacy and journalism initiatives among Indigenous learners.

General Objectives

To evaluate the implementation of the "SULAT: Strengthening Understanding, Literacy, Advocacy, and Textualization for Blaán Youth and Educators" project among its beneficiaries and key stakeholders.

Specifically, the study aimed to:

1. Determine the level of satisfaction of the respondents regarding the conduct and implementation of the project; and
2. Examine the implementation of the project in terms of its relevance, early outcomes, sustainability plan, and implementation challenges.

METHODOLOGY

A sequential mixed-method design was employed in this study to examine the implementation of the SULAT project. This approach combines quantitative and qualitative methods to provide a more comprehensive evaluation of the project's implementation, relevance, effectiveness, sustainability, and beneficiaries' perceptions.

Quantitative Phase: A CHED approved Client Satisfaction Survey (CSS) was administered to beneficiaries of the project. The survey was used to measure the level of satisfaction of participants in terms of the conduct, relevance, and implementation of the project activities. The collected data were analyzed using the weighted mean and grand mean to summarize and interpret the respondents' level of satisfaction regarding the conduct and implementation of the project.

Qualitative Phase: To further examine the implementation of the project, qualitative data were gathered through Key Informant Interviews (KII) and Focus Group Discussions (FGD). The KII was conducted with project leaders and component leaders to obtain insights on project planning, implementation, accomplishments, challenges, and sustainability. The FGD was conducted with the beneficiaries to capture their experiences, perceptions, and recommendations regarding the project. The qualitative data were analyzed using thematic analysis to identify common patterns and recurring themes related to the implementation and overall evaluation of the project.

Triangulation: Triangulation was applied by integrating the results from the CSS, KII, and FGD to validate and strengthen the findings of the study. This process ensured that the results were consistent and supported by multiple sources of data, improving the credibility of the assessment.

Documentation: Photo documentation was also reviewed to support and validate the findings of the study. These materials provided additional evidence on the implementation of activities and the participation of beneficiaries, contributing to a more comprehensive assessment of the project.

RESULT AND DISCUSSION

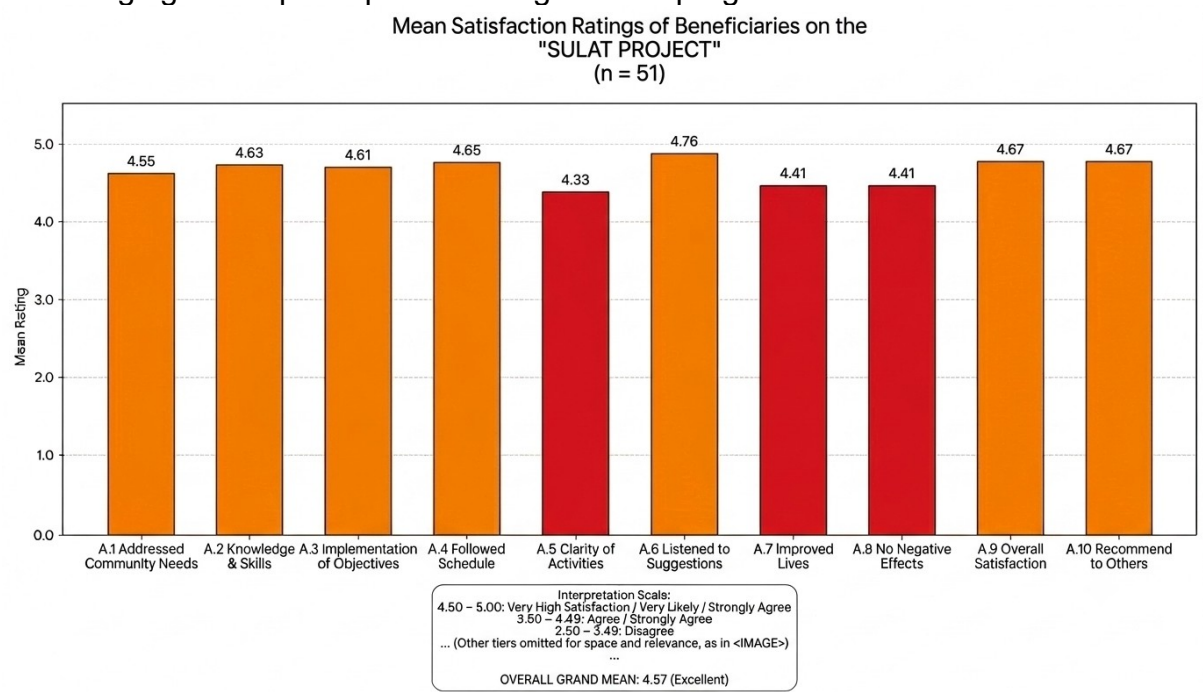
The results of the Client Satisfaction Survey, interpreted using the rating scale presented in Table 1 and summarized in Figure 1 and Table 2, indicate that the beneficiaries gave highly favorable ratings to the implementation of the SULAT: Strengthening Understanding, Literacy, Advocacy, and Textualization for Blaan Youth and Educators extension project. The weighted mean scores ranged from 4.33 to 4.76, indicating that the respondents strongly agreed with the statements describing the implementation of the project, expressed very high satisfaction, and were very likely to recommend the project to others. These findings suggest that the campus journalism training effectively addressed the identified learning needs of the Blaan student-journalists and teacher-advisers by providing relevant knowledge and practical skills in news writing, feature writing, editorial writing, sports writing, copyreading and headline writing, editorial cartooning, photojournalism, radio broadcasting, and collaborative publishing.

Table 1. Interpretation of the Client Satisfaction Survey Rating Scale

Rating Scale	Range Interval	Descriptive (Q1–Q8)	Rating	Satisfaction Level (Q9)	Likelihood of Recommendation (Q10)
5	4.21 – 5.00	Strongly Agree		Very Satisfied	Very Likely
4	3.41 – 4.20	Agree		Satisfied	Likely
3	2.61 – 3.40	Slightly Agree		Slightly Satisfied	Slightly Likely
2	1.81 – 2.60	Disagree		Dissatisfied	Unlikely
1	1.00 – 1.80	Strongly Disagree		Very Dissatisfied	Very Unlikely

The highest weighted mean score (4.76) was obtained for listening to participants' suggestions (A.6), indicating that the beneficiaries strongly agreed that the project implementers considered their comments and feedback throughout the conduct of the training. High ratings were likewise recorded for overall satisfaction (A.9) and willingness to recommend the project to others (A.10), both with a weighted mean of 4.67, followed by implementation of activities as scheduled (A.4) with 4.65, knowledge and skills acquired (A.2) with 4.63, implementation of project objectives (A.3) with 4.61, addressing

community needs (A.1) with 4.55, and both improvement in the quality of life of beneficiaries (A.7) and absence of negative effects (A.8) with 4.41. Based on the rating scale, these indicators fall within the Strongly Agree, Very High Satisfaction, and Very Likely categories, respectively. The consistently high ratings indicate that the beneficiaries perceived the project as responsive, well-organized, and effectively implemented. The positive ratings further suggest that the training sessions, workshops, mentoring activities, and hands-on journalism exercises provided meaningful learning experiences that strengthened the participants' understanding of campus journalism while encouraging active participation throughout the program.



The indicator on clarity of project activities (A.5) obtained the lowest weighted mean score of 4.33, which is still interpreted as Strongly Agree. Although this indicator received the lowest rating among the survey dimensions, the result remains highly favorable and indicates that the beneficiaries generally understood the objectives and conduct of the project activities. The comparatively lower rating may suggest opportunities to further enhance the presentation of activity instructions, session flow, or orientation to ensure that all participants, particularly those with limited prior exposure to campus journalism training, have a common understanding of the learning activities and expectations.

Table 2. Mean Satisfaction Ratings of Beneficiaries on the SULAT Project (n = 51)

Indicator	Weighted Mean	Interpretation
A.1 Addressed Community Needs	4.55	Strongly Agree
A.2 Knowledge & Skills	4.63	Strongly Agree
A.3 Implementation of Objectives	4.61	Strongly Agree
A.4 Followed Schedule	4.65	Strongly Agree
A.5 Clarity of Activities	4.33	Strongly Agree
A.6 Listened to Suggestions	4.76	Strongly Agree
A.7 Improved Lives	4.41	Strongly Agree
A.8 No Negative Effects	4.41	Strongly Agree

A.9 Overall Satisfaction	4.67	Very High Satisfaction
A.10 Recommend to Others	4.67	Very Likely
OVERALL GRAND MEAN	4.57	Excellent

The project obtained an overall grand mean of 4.57, interpreted as Excellent, demonstrating that the beneficiaries gave highly favorable ratings to the conduct and implementation of the extension project. The findings indicate that the SULAT: Strengthening Understanding, Literacy, Advocacy, and Textualization for Blaan Youth and Educators extension project was successfully implemented and positively received by its beneficiaries. The consistently high ratings across all survey indicators demonstrate that the project effectively delivered relevant campus journalism training that responded to the educational needs of the participants through organized learning activities and responsive project implementation. The comparatively lower rating for clarity of project activities, despite remaining within the Strongly Agree category, highlights the value of continuously refining instructional delivery and participant orientation to further improve future implementations of the project.

QUALITATIVE EVALUATION OF PROJECT IMPLEMENTATION

To provide a more comprehensive examination of the SULAT extension project, qualitative data were with project implementers and beneficiaries. These data complemented the Client Satisfaction Survey (CSS) by providing deeper insights into how the participants perceived the implementation, relevance, strengths, and areas for improvement of the project. Using thematic analysis, recurring ideas and patterns from the interviews were systematically coded, categorized, and synthesized into major themes. The integration of findings from the CSS, FGD, and KII enabled the triangulation of evidence, providing a more comprehensive understanding of the beneficiaries' experiences and the overall implementation of the project.

Table 3. Summary of Emerging Themes from KII and FGD

Theme	Description	Representative Statement
Responsive Project Implementation Addressing School Needs	Participants perceived that the project addressed the school's identified need to establish a campus publication and provided appropriate journalism training for both teachers and students.	<i>"We are very happy because USM responded to our request. We are hoping that we will finally have our own school paper."</i>
Enhanced Journalism Knowledge and Communication Competencies	Both teachers and students perceived that the training expanded their knowledge of journalism, writing techniques, and publication processes.	<i>"Ang hindi ko po makakalimutan ay ang pagtuturo sa amin kung paano sumulat ng headline at ng tamang news article."</i>
Increased Motivation, Engagement, and Aspirations in Campus Journalism	Participants expressed increased interest in writing, practicing journalism, and working toward producing a school publication.	<i>"We are hoping that eventually we will have our own school paper."</i>
Emerging Mechanisms Supporting Project Sustainability	Teachers described initiatives to sustain the project through mentoring, regular writing activities, and preparation for future competitions and publication.	<i>"Every week we ask the students to submit written articles so they can continue practicing."</i>

Implementation Challenges Encountered During the Project	Participants identified challenges related to limited prior journalism knowledge, vocabulary, learning resources, time, and logistical constraints during implementation.	"One challenge is that many students still have difficulty constructing sentences and have limited vocabulary."
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Responsive Project Implementation Addressing School Needs

One of the most prominent themes that emerged from the qualitative evaluation was the participants' perception that the SULAT Project was responsive to the identified needs of Bacong High School. The favorable responses obtained from the CSS regarding the relevance and usefulness of the training suggest that the beneficiaries positively evaluated the project's implementation and its alignment with their educational needs. These quantitative findings were further reinforced by the narratives shared during the FGD and KII, where both teachers and project implementers explained that the project was conceptualized in response to the school's request to establish its own campus publication and to strengthen the journalism competencies of both teachers and students.

During the Focus Group Discussion, one of the teacher-participants expressed appreciation that the University of Southern Mindanao immediately responded to the school's request for assistance. The participant emphasized that the project addressed a long-standing aspiration of the school to establish its own campus publication while providing students with opportunities to develop their writing abilities.

" *Pinagplanuhan po ng Bacong High School na magkaroon ng school paper, at masaya po kami dahil sa pamamagitan ni Ma'am Julie ay naiparating ang request namin sa USM. Hindi po nagtagal, agad pong tumugon ang USM. Gi assist po kami ng Director ng Extension at isa po ito sa mga pinakamagandang nangyari sa aming paaralan. Naturuan po ang mga bata kung paano magsulat, at umaasa po kami na magkakaroon na kami ng sarili naming school paper. Gusto po namin na may mabasa ang mga bata tungkol sa mga nangyayari sa aming paaralan, at gusto rin naming magkaroon sila ng pagkakataong maisulat ang kanilang mga karanasan.*" [Bacong High School had been planning to have its own school paper, and we were very happy because, through Ma'am Julie, our request was conveyed to USM. It did not take long before USM responded. This has been one of the best things that has happened to our school. The students were taught how to write, and we are hopeful that we will finally have our own school paper. We want our students to have something to read about what's happening in our school, and we also want them to have the opportunity to write about their own experiences.] **(Teacher 1, FGD)**

The teacher's narrative demonstrates that the participants viewed the project as more than a series of journalism training sessions. Instead, they perceived it as a direct response to an institutional need that had existed even before the project's implementation. The aspiration to establish a school publication was repeatedly emphasized, suggesting that the intervention addressed a meaningful gap within the school community. Moreover, the participant associated the project with opportunities for students to document school events and express their ideas through writing, indicating that the envisioned campus paper was perceived as an educational platform rather than merely an output requirement.

This perception was further substantiated by the Key Informant Interview with the project leader, who explained that the project did not originate solely from the university but was conceptualized following a formal request from the school and strengthened through environmental scanning and needs validation.

“Ang SULAT Project ay na-conceptualize bilang tugon sa request ng dating school head ng Bacong High School na matulungan silang magkaroon ng campus paper. Gusto nilang magkaroon ng pagkakataon ang mga estudyante na maisulat ang kanilang mga karanasan, mga kuwento tungkol sa kanilang komunidad, at iba pang mahalagang bagay na gusto nilang ibahagi. Nabuo rin ang ibang components ng project base sa environmental scanning at revalidation ng needs ng paaralan.” [The SULAT Project was conceptualized in response to the request of the former school head of Bacong High School for assistance in establishing a campus paper. They wanted to give the students an opportunity to write about their experiences, their community, and other important stories they wanted to share. The other components of the project were also developed based on the environmental scanning and the revalidation of the school's identified needs.] **(Project Leader 1, KII)**

The project leader's account complements the beneficiaries' perspectives by providing the rationale behind the project's design. Rather than introducing predetermined activities, the project team first considered the specific needs articulated by the school administration and validated these through environmental scanning. This planning approach reflects a participatory and needs-based implementation process, wherein the intervention was developed in consultation with the intended beneficiaries. Such an approach likely contributed to the participants' positive perceptions of the project's relevance and acceptance within the school.

Another indication of the project's responsiveness was observed during its implementation. According to the project leaders, the number of participants exceeded the original target because more students expressed interest in joining the journalism training than initially anticipated. To accommodate this increased participation, the project team reorganized the training by conducting simultaneous sessions facilitated by different resource persons according to the participants' chosen writing categories.

The project team's decision to modify the training arrangement demonstrates implementation flexibility while maintaining the project's objectives. Rather than limiting participation to the original target, the facilitators adapted their delivery strategies to accommodate the participants' enthusiasm. This observation further reinforces the participants' perception that the project was responsive not only during its planning stage but also throughout its actual implementation.

This suggests that the beneficiaries perceived the SULAT Project as responsive to their needs. The findings indicate that the project's implementation was grounded in a documented request from the school, validated through needs assessment, and carried out in a manner that accommodated the interests and circumstances of the participants. These collective perceptions underscore the project's relevance to the school's aspiration of establishing a sustainable campus publication while strengthening journalism education among teachers and students.

Enhanced Journalism Knowledge and Communication Competencies

Another significant theme that emerged from the qualitative evaluation was the enhancement of the participants' journalism knowledge and communication competencies. Beyond introducing the basic concepts of campus journalism, the project enabled both teachers and students to develop a better understanding of various forms of journalistic writing and the fundamental principles involved in producing quality publication materials. This finding was likewise reflected in the Client Satisfaction Survey (CSS), where participants expressed favorable perceptions regarding the quality and usefulness of the training sessions. Their responses suggest that the learning activities were relevant to their needs and contributed to expanding their knowledge of journalism. These quantitative findings were further supported by the participants' narratives, which revealed that the training not only introduced new concepts but also encouraged them to apply what they had learned through actual writing activities.

One of the student-participants shared that one of the most memorable parts of the training was learning how to write headlines and news articles. The participant also recalled one of the basic principles taught during the session, particularly the appropriate use of past tense in writing news stories.

"Ang hindi ko po makakalimutan sa training ay ang pagturo sa amin kung paano gumawa ng headline at kung paano magsulat ng news article. Isa po sa mga natutunan ko ay dapat naka-past tense ang body ng isang news article." *[One thing I will never forget from the training was learning how to create headlines and write news articles. One of the things I learned is that the body of a news article should be written in the past tense.]* (Student 3, FGD)

The student's response demonstrates that the project successfully introduced foundational journalism concepts that were previously unfamiliar to many of the participants. Rather than describing the training in general terms, the participant was able to recall specific writing techniques discussed during the sessions, indicating that meaningful learning had taken place. Remembering essential elements such as headline writing and the proper use of verb tenses suggests that the participants were beginning to understand the conventions of journalistic writing, which serve as fundamental competencies in producing news articles.

The development of these competencies was likewise evident in the participants' efforts to apply what they had learned beyond the training sessions. When asked whether they continued writing after the seminar, some students shared that they had already started practicing at home by writing about events happening in their community.

"Madalas po akong nagsusulat sa bahay tungkol sa mga nangyayari dito sa Bacong, pero hindi pa po siya ganoon ka-correct. Minsan nakakalimutan ko ang date kung kailan nangyari ang event." *[I often write at home about the events happening here in Bacong, although my writing is not yet entirely correct. Sometimes I forget the date when the event happened.]* (Student 3, FGD)

The participant's response indicates that the project encouraged students to apply their newly acquired knowledge outside the formal training sessions. Although the student

acknowledged having difficulty organizing information accurately, the willingness to continue practicing demonstrates an emerging writing habit and an increased interest in journalism. Rather than viewing mistakes as failures, the response reflects an ongoing learning process in which participants gradually develop their writing competencies through continuous practice.

The teachers likewise observed noticeable improvements in the students' writing abilities following the training. One teacher shared that students had become more interested in writing and frequently sought guidance regarding topics they could develop into articles.

"Base sa kanilang mga output, nag-improve po talaga ang kanilang pagsusulat. Madalas na silang nagtatanong kung anong mga topic ang pwede nilang isulat. Sa part ko naman, naibabahagi ko rin sa kanila ang mga itinuro sa amin ng mga taga-USM. Nakikita ko na mas lumalawak ang kaalaman nila sa pagsusulat, lalo na sa opinion article. May mga pagkakataon na nahihirapan pa silang i-express ang gusto nilang sabihin sa papel, kaya tinutulungan ko sila sa bahaging iyon." *[Based on their outputs, their writing has really improved. They often ask what topics they can write about. On my part, I also share with them what we learned from the USM team. I can see that their knowledge in writing, especially opinion writing, has expanded. There are still times when they find it difficult to express their ideas on paper, so I help them improve in that area.]* **(Teacher 3, FGD)**

The teacher's observations provide further evidence that the learning acquired during the training extended beyond the seminar itself. The increased curiosity shown by the students, as reflected in their willingness to seek writing topics and submit outputs, suggests that the project fostered active engagement in the writing process. Equally important, the teacher's account highlights the role of teachers as facilitators who continued reinforcing the competencies introduced during the training. This indicates that the knowledge gained from the project was not confined to the participants but was continuously supported through classroom mentoring and feedback.

The project leader likewise explained that one of the primary objectives of the journalism component was to strengthen the competencies of both teachers and students in journalism, publication management, and content production.

"Ang main objective po namin ay ma-capacitate ang mga teachers at learners, lalo na sa pagpapalawak ng kanilang understanding sa journalism, management, at production ng iba't ibang publication contents." *[Our main objective was to capacitate both the teachers and the learners by strengthening their understanding of journalism, publication management, and the production of different publication contents.]* **(Project Leader 1, KII)**

This statement demonstrates that the enhancement of journalism competencies was an intended outcome of the project rather than an incidental result of the training. The project was deliberately designed to develop both technical writing skills and a broader understanding of publication processes among teachers and students. This explains why many participants described improvements not only in writing but also in their understanding of how campus publications are planned, managed, and produced.

These observations were further reflected in the project leaders' assessment of the participants' learning during the implementation. While they acknowledged that many participants initially had limited knowledge of journalism, they also observed promising progress after the series of training sessions. According to the project leaders, students gradually demonstrated improved understanding of journalism concepts, while teachers became more motivated to guide and mentor aspiring student writers. They likewise noted that participants developed greater appreciation of campus publications after being exposed to sample outputs and actual writing activities.

This suggests that the beneficiaries perceived the SULAT Project as an effective learning opportunity that enhanced their journalism knowledge and communication competencies. The findings indicate that the project enabled participants to acquire fundamental writing skills, deepen their understanding of campus journalism, and gradually apply these competencies through writing exercises and classroom mentoring. Collectively, these experiences demonstrate that the project served not only as a venue for acquiring technical knowledge but also as an avenue for cultivating communication skills that are essential for establishing and sustaining a campus publication.

Increased Motivation, Engagement, and Aspirations in Campus Journalism

Another important theme that emerged from the qualitative evaluation was the increased motivation, engagement, and aspirations of both teachers and students toward campus journalism. Beyond enhancing their journalism knowledge and writing competencies, the project encouraged participants to become more interested in writing, participate actively in journalism-related activities, and aspire to establish and sustain their own school publication. This finding was likewise reflected in the Client Satisfaction Survey (CSS), where participants expressed favorable perceptions regarding the overall conduct of the training and its relevance to their educational needs. Their responses suggest that the project not only served as a learning opportunity but also inspired them to pursue journalism as a meaningful avenue for self-expression and school development. These quantitative findings were further supported by the experiences shared by the participants, who described how the project increased their enthusiasm to write, participate in future activities, and work toward achieving their shared goal of producing a campus publication.

One of the student-participants shared that the project became a valuable opportunity to meet new people, showcase their abilities, and pursue their aspiration of having a school publication.

"Masaya po kami at very satisfied kasi nakilala po namin ang mga bagong tao at nagkaroon kami ng oportunidad na maipakita ang skills namin. Umaasa rin po kami na magkaroon kami ng sarili naming school paper." *[We were very happy and very satisfied because we met new people and were given the opportunity to showcase our skills. We are also hoping that we will have our own school paper.]* **(Student 1, FGD)**

The student's response demonstrates that the project contributed not only to developing journalism competencies but also to strengthening the participants' motivation and sense of involvement. The opportunity to interact with university facilitators and participate in journalism activities allowed the students to appreciate their own abilities and recognize

that they could become active contributors to a future school publication. Their aspiration to establish a campus paper further reflects a growing sense of ownership toward the project's goals rather than merely participating in the training as attendees.

The teachers likewise observed that the project motivated students to become more engaged in writing activities. One teacher explained that the number of students who consistently showed interest in writing increased after the implementation of the project.

"Noon po, tatlo lang ang mga estudyanteng madalas naming turuan sa pagsusulat ng news article dahil sila lang talaga ang nagpapakita ng interes. Pero ngayon, nadagdagan na sila mula tatlo hanggang lima. Ini-encourage namin sila sa pamamagitan ng pagpapaintindi kung ano ang mangyayari kapag nakapag-publish sila ng sarili nilang article. Tinanong namin sila kung gusto nilang mabasa ang pangalan nila sa newspaper, at lahat sila ay sumagot ng 'yes.'" *[Before, we only had three students whom we regularly guided in writing news articles because they were the only ones who consistently showed interest. Now, that number has increased from three to five. We encourage them by helping them understand what it would mean if they were able to publish their own articles. When we asked if they wanted to see their names in the newspaper, all of them answered "yes."]* **(Teacher 5, FGD)**

The teacher's account indicates that the project encouraged greater participation among students who previously had little or no interest in journalism. Although the increase in the number of interested students may appear modest, it demonstrates a positive shift in students' willingness to engage in writing activities. More importantly, the participants' excitement about seeing their names published suggests that recognition and authentic writing opportunities became strong sources of motivation. This finding highlights how meaningful goals, such as producing published work, can encourage students to participate more actively in journalism-related activities.

The increased enthusiasm observed among the students was likewise recognized by the project leaders. According to one of the project leaders, both teachers and students became more motivated after the training sessions because they realized that establishing a school publication was an achievable goal.

"Pagkatapos ng mga training at baseline activities, nakita namin ang mga positive outcomes. Para sa mga teachers, mas nadagdagan ang eagerness at enthusiasm nila. Nakapagplano na sila ng future goals dahil nakita nilang posible talagang magkaroon ng school paper. Mas lumawak din ang knowledge nila sa journalism at mas na-motivate silang turuan ang mga estudyante. Para naman sa mga students, talagang nag-improve ang knowledge nila. Noong una, hindi pa nga nila alam kung ano ang itsura ng campus paper." *[After the series of training sessions and baseline activities, we observed positive outcomes. Among the teachers, their eagerness and enthusiasm increased. They were already able to establish future goals because they realized that having a school paper was truly possible. Their knowledge of journalism also expanded, and they became more motivated to teach the students. As for the students, their knowledge really improved. At the beginning, many of them did not even know what a campus paper looked like.]* **(Project Leader 1, KII)**

This observation reinforces the participants' narratives by showing that the project fostered motivation not only among the student-beneficiaries but also among the teachers who would eventually sustain the initiative within the school. As teachers began developing future plans and expressing greater willingness to mentor student writers, the project gradually created a supportive environment where journalism could continue beyond the duration of the intervention. Such enthusiasm among both teachers and students is particularly important because the long-term success of a campus publication depends on the commitment of both groups.

Another project leader further shared that exposing participants to actual publication samples inspired them to envision themselves as future writers and contributors to their own school publication.

"Na-inspire sila kasi nagdala kami ng mga sample publications. Nang makita nila ang mga iyon, nagkaroon sila ng passion. Umaasa sila na pagkatapos ng mga training at seminar ay makakagawa rin sila ng sarili nilang publication kung saan makikita nila na sila ang author." *[They became inspired because we brought sample publications. When they saw them, it sparked their passion. They are hoping that after the training and seminars, they will also be able to produce their own publication where they can see themselves as the authors.]* (Project Leader 2, KII)

The participant's statement suggests that providing concrete examples of campus publications helped transform the participants' aspirations into realistic goals. Rather than simply discussing journalism concepts, the project allowed the beneficiaries to visualize what they could accomplish through continuous learning and practice. Seeing actual publications appeared to strengthen their confidence that they, too, could become writers and eventually produce a publication that represents their school and community.

This suggests that the beneficiaries perceived the SULAT Project as a meaningful initiative that inspired greater motivation, active engagement, and stronger aspirations toward campus journalism. The findings indicate that the project encouraged both teachers and students to participate more actively in writing activities, pursue the establishment of a school publication, and develop long-term goals related to journalism. Collectively, these experiences demonstrate that the project served not only as a capacity-building initiative but also as a source of inspiration that motivated participants to become active contributors to the development of campus journalism within their school.

Emerging Mechanisms Supporting Project Sustainability

The qualitative findings also highlighted the emergence of several mechanisms that may contribute to the long-term sustainability of the SULAT Project. Although the project was still in its initial stages of implementation, participants described several initiatives that could help sustain the knowledge and skills acquired through the intervention. These included continuous mentoring of student writers, regular writing activities, teachers' active involvement in guiding students, preparation for journalism competitions, and plans to establish a functional school publication. The positive ratings reflected in the Client Satisfaction Survey (CSS) further indicate that participants recognized the value of the project and expressed confidence in its potential to produce long-term educational

benefits. Collectively, these findings suggest that both the school and the project implementers had already begun identifying practical strategies to ensure that the gains achieved during the training would continue beyond the formal implementation period.

One of the teachers explained that they had already incorporated regular writing activities after the training by requiring students to submit written outputs and by consistently providing guidance and feedback.

"Every week, pinapatawag namin ang mga students para magsumite ng kanilang written news articles at pinapasulat namin sila. Nagpaplano na rin kaming sumali sa isang competition sa October. May mga nagawa na ring articles, at nagpahayag naman ang project team ng USM na tutulungan nila kami. Pinapasulat din namin ang mga bata gamit ang mga Blaan terms para makapaghanda kami sa sasalihan naming competition." *[Every week, we ask the students to submit their written news articles and continue giving them writing activities. We are also planning to participate in a competition this October. Some articles have already been completed, and the USM project team has expressed their willingness to continue assisting us. We also encourage the students to write using Blaan terms as part of our preparation for the competition.]* **(Teacher 4, FGD)**

The teacher's statement demonstrates that the project extended beyond the conduct of training sessions by encouraging continuous learning opportunities within the school. The regular submission of written outputs, weekly follow-up activities, and preparation for competitions indicate that the teachers had already begun integrating journalism-related activities into the students' learning experiences. Such initiatives provide students with repeated opportunities to practice and refine their writing skills while maintaining their engagement in campus journalism. The continuing support promised by the university project team likewise strengthens the school's capacity to sustain these initiatives during the succeeding phases of implementation.

Another teacher likewise described how they continued motivating students to write even after the training by assigning writing tasks and monitoring their progress.

"Pinapasulat ko pa rin ang mga bata at kinukumusta namin ang kanilang mga outputs. Minsan nagre-request kami sa kanila na magsulat. Ngayon, mas updated na sila sa mga balita at nagkakaroon na sila ng mga ideya tungkol sa iba't ibang pangyayari." *[I continue asking the students to write, and we regularly check their outputs. Sometimes we specifically request them to write articles. Now, they are more updated with current news and have developed more ideas about different events.]* **(Teacher 5, FGD)**

This response suggests that the teachers assumed an active role in reinforcing the competencies introduced during the training. Rather than waiting for another seminar or intervention, they continued facilitating writing activities within the school and monitored the students' progress through regular feedback. Such efforts demonstrate an important transition from externally facilitated learning toward school-led implementation, which is a critical element in sustaining project outcomes.

The project leaders likewise emphasized that mentoring would continue even after the initial training sessions. They explained that the existing memorandum of agreement and

the succeeding phase of the project would provide opportunities for continuous coaching and technical assistance.

"Siguro po magme-mentoring kami dahil sa MOA namin, magkakaroon pa ng Phase 2 ang project. Maaari naming isama ang constant coaching at mentoring para sa mga teachers. Maaari rin kaming tumulong pagdating sa editing." *[We plan to continue mentoring because our Memorandum of Agreement includes a Phase 2 of the project. We can provide constant coaching and mentoring for the teachers, and we can also continue assisting them in editing their outputs.]* (Project Leader 1, KII)

The project leader's statement indicates that sustainability was considered during the project's implementation rather than being treated solely as an expected outcome. By planning follow-up mentoring and continuous technical assistance, the project team recognized that strengthening teachers' competencies is essential to ensuring that journalism activities can continue after the formal intervention. This approach also reflects an understanding that developing a school publication requires continuous guidance rather than a one-time training activity.

The participants also recognized that sustaining the project would require strengthening the capacities of teachers, particularly because many of them had limited experience in campus journalism. As acknowledged by one of the project leaders, future project activities would place greater emphasis on supporting teachers so they could confidently mentor student writers and manage journalism-related initiatives within the school.

This suggests that the SULAT Project has already established several promising mechanisms that may contribute to its long-term sustainability. The findings indicate that continuous mentoring, regular writing activities, active teacher involvement, preparation for journalism competitions, and sustained technical assistance from the university have begun creating a supportive environment for campus journalism. Although these mechanisms are still emerging and require continued implementation, they provide a strong foundation for sustaining the knowledge, skills, and aspirations developed through the project.

Implementation Challenges Encountered During the Project

The qualitative findings also identified several implementation challenges encountered during the conduct of the SULAT Project. While the participants generally expressed positive experiences and recognized the project's contributions to improving journalism knowledge, motivation, and school preparedness, they likewise acknowledged several factors that affected the delivery and learning process during the training. These challenges included participants' limited prior knowledge of campus journalism, difficulties in applying journalism concepts and writing conventions, inadequate learning resources, time constraints during the training sessions, and logistical concerns encountered throughout project implementation. Nevertheless, the positive responses reflected in the Client Satisfaction Survey (CSS) suggest that these challenges did not diminish the participants' overall appreciation of the project but instead provided valuable insights for strengthening future implementation.

One of the teachers explained that the school's limited background in campus journalism made it challenging for both teachers and students to immediately grasp the concepts introduced during the training.

"Siguro po ang naging challenge ay ang very limited background ng school namin sa campus journalism. Kung sana mas malawak ang knowledge namin at ng mga students tungkol sa journalism, mas mapapadali sana ang pag-adopt ng mga skills." *[One of the challenges was our school's very limited background in campus journalism. If both the teachers and the students had a broader knowledge of journalism, it would have been easier for us to adopt the skills being taught.]* **(Teacher 3, FGD)**

The teacher's response suggests that one of the primary challenges encountered during project implementation was the participants' limited prior exposure to journalism. Since many of the teachers and students had little or no experience with campus journalism, additional time was needed to establish the foundational concepts before introducing more advanced writing techniques. This finding highlights the importance of considering the participants' initial knowledge and learning needs when designing capacity-building activities, particularly in communities where journalism has not yet been widely practiced.

The project leaders likewise recognized that introducing journalism concepts to first-time learners required greater instructional support throughout the training.

"Most of the topics were new to them. Most of them were not really writers, so doon kami medyo nahirapan because everything was new to them." *[Most of the topics were new to them. Most of them were not really writers, so that became one of our difficulties because everything was unfamiliar to them.]* **(Project Leader 1, KII)**

This observation reinforces the teachers' experiences by demonstrating that the challenge was consistently recognized by both the beneficiaries and the project implementers. Because many participants were first-time learners in campus journalism, the facilitators had to devote additional time to explaining basic concepts before participants could confidently perform the required writing tasks. Rather than indicating a weakness of the project, this finding reflects the reality of introducing specialized skills to participants with limited prior exposure and underscores the need for progressive and learner-centered instructional approaches.

The students also identified specific difficulties they encountered while practicing journalistic writing, particularly in preparing news articles.

"Nahihirapan po ako mag-isip ng headline ng aking isusulat na news article at sa pagdetermine kung anong date at saan nangyari ang event. May short-term memory po kasi ako." *[I find it difficult to think of a headline for the news article I am writing and to determine the date and place where the event happened. I also have short-term memory difficulties.]* **(Student 5, FGD)**

In addition to instructional challenges, the participants also identified limitations in learning resources that affected some training activities.

"There was limited knowledge and availability of enough resources. However, when it comes to enthusiasm, commitment, and dedication to learn, participation level is very high." *[There was limited knowledge and insufficient resources. However, in terms of enthusiasm, commitment, and willingness to learn, the participants demonstrated a very high level of participation.]* **(Project Leader 2, KII)**

Similarly, one of the students emphasized the need for additional learning opportunities and sufficient time to better understand the lessons delivered during the training.

"Kung may susunod pa pong intervention, gusto po sana naming mas malaki pa ang oras na mailaan sa amin. Kapag maikli lang po kasi ang oras ng pagtuturo, may tendency na hindi po namin agad natutunan. Napansin ko rin po na may mga kasama kaming hindi agad nakakaintindi at minsan ay naaabala sa ibang bagay habang nagdi-discuss ang speaker." *[If there will be another intervention, we hope more time can be allotted for us. When the sessions are too short, we cannot immediately learn everything. I also noticed that some of my classmates had difficulty understanding the lessons and were sometimes distracted by other activities while the speaker was discussing.]* **(Student 3, FGD)**

These responses indicate that, aside from participants' limited background knowledge, the availability of learning resources and the time allocated for training also influenced the overall learning experience. Participants recognized that mastering journalism skills requires sufficient instructional time, continuous guidance, and access to appropriate learning materials. Despite these limitations, both the students and project leaders consistently emphasized the participants' strong enthusiasm and willingness to learn, suggesting that the challenges encountered did not reduce their commitment to achieving the project's objectives.

This suggests that the implementation challenges encountered during the SULAT Project were primarily associated with participants' limited prior exposure to campus journalism, technical difficulties in applying journalism concepts, resource limitations, and time-related constraints during project implementation. Despite these challenges, the participants consistently demonstrated enthusiasm, commitment, and willingness to learn, allowing the project to achieve its intended objectives during its initial implementation. These findings provide valuable insights for refining future project activities, particularly by strengthening foundational instruction, providing additional opportunities for guided writing practice, ensuring adequate learning resources, and allocating sufficient time for participants to fully develop their journalism competencies.

Recommendations for Future Implementation

Based on the findings of this assessment, the following recommendations are proposed to further strengthen the implementation and sustainability of the SULAT Project:

1. Provide More Opportunities for Guided Writing Practice

Participants should be provided with continuous opportunities to apply the concepts learned through structured writing workshops, mentoring sessions, and regular feedback from facilitators. Incorporating more hands-on writing exercises and follow-up coaching can further strengthen students' confidence and competence in various forms of journalistic writing.

2. Enhance Teacher Capacity and School-Based Mentoring

Teachers should continue receiving technical assistance and mentoring to strengthen their capability to coach student writers after the formal training. Equipping teachers with the necessary knowledge and skills will enable them to sustain journalism activities within the school and provide continuous guidance to aspiring campus journalists.

3. Support the Establishment and Sustainability of School Publications

As suggested by the participants, the school may also be provided with sample newspapers, magazines, and other reference materials that can serve as models for layout, content organization, writing style, and editorial structure. Access to these materials would help both teachers and students better understand the components of a school paper and guide them as they develop and manage their own publication.

4. Allocate Sufficient Time and Learning Resources

Future project implementations should consider extending the duration of training sessions and ensuring the availability of adequate learning materials and instructional resources. Providing sufficient time for discussions, writing exercises, and mentoring can improve participants' understanding and mastery of journalism concepts while accommodating different learning needs.

Conclusion

The findings of the assessment indicate that the SULAT Project Component I was implemented successfully and generally achieved its intended objectives. The Client Satisfaction Survey (CSS) demonstrated that the participants were highly satisfied with the project's implementation, particularly with the relevance of the training activities, the competence of the facilitators, and the overall conduct of the sessions. These quantitative findings were supported by the qualitative data, which showed that the project addressed the identified needs of the beneficiary school by providing meaningful learning experiences that strengthened participants' understanding of campus journalism and enhanced their practical writing skills.

The qualitative findings further revealed that the project contributed to improving participants' journalism knowledge, communication competencies, and interest in campus journalism. Teachers and students reported increased confidence in writing, greater engagement in journalism-related activities, and aspirations to establish and sustain a school publication. At the same time, the assessment identified implementation challenges, including participants' limited prior knowledge of journalism, constraints in learning resources, and insufficient time for writing practice and mentoring. These findings indicate that while the project produced positive outcomes, additional support and resources are needed to maximize learning and strengthen the long-term sustainability of its gains.

Overall, the assessment suggests that the project has made a meaningful contribution to promoting campus journalism within the beneficiary school. The combination of high participant satisfaction, observable improvements in journalism competencies, increased motivation among teachers and students, and emerging sustainability initiatives indicates

that the project responded to the school's identified needs. However, the challenges identified during the assessment underscore the importance of continued mentoring, enhanced teacher capacity-building, adequate learning resources, and sustained institutional support to reinforce the gains achieved and further strengthen future project implementation. needs. While continued mentoring and technical support remain important to sustain these initial gains, the findings demonstrate that the project provides a practical model for strengthening campus journalism through community-based capacity-building initiatives.

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ATTACHMENTS

I. PROJECT MANAGEMENT TEAM (PMT)

Table A. Major Activities Implemented and Key Personnel Involved in the Delivery of the Project

Date	Activity	Resource Persons	Core Topics Covered
February 20, 2026	Campus Journalism Foundations: Language Mechanics Review, Management, Editorial, and Feature Writing	Prof. Lloyd Anton Von M. Colita Prof. Marlon T. Salvador	The training focused on Language Mechanics Review, Campus Paper Management, Editorial Writing, and Feature Writing
		Facilitators 1. Orfelina M. Ajero 2. Estella B. Barbosa 3. Mirasol O. verona 4. Donnie M. Tulud 5. Anamarie B. Uyangurin 6. Rezeille May C. Amilbahar	
March 06, 2026	Campus Journalism Foundations: Layout and Design, News and Sports Writing	Prof. Lloyd Anton Von M. Colita Prof. Marlon T. Salvador	The training featured Layout and Design principles and News and Sports Writing.
		Facilitators 1. Orfelina M. Ajero 2. Estella B. Barbosa 3. Mirasol O. verona 4. Donnie M. Tulud 5. Anamarie B. Uyangurin 6. Rezeille May C. Amilbahar	
May 15, 2026	Campus Journalism Production Foundations: Editorial Writeshop and Publication Production	Prof. Lloyd Anton Von M. Colita Prof. Marlon T. Salvador	The training covered article writing, editing and proofreading, and article preparation for publication.
		Facilitators 1. Orfelina M. Ajero 2. Estella B. Barbosa 3. Mirasol O. verona 4. Donnie M. Tulud 5. Anamarie B. Uyangurin 6. Rezeille May C. Amilbahar	

Appendix A. Conduct of the Project Evaluation Activities



Cats Cats wins in game series
by: Luciano E. Eban

Armed with determination, the cats have past Goats and Snake to win the game series in the Journalism activity held at Bacoag National High School on Feb. 27, 2026.

An opening program took place at 8:00am which was attended by the chair of education committee of Bacoag, extension workers from the University of Southern Mindanao, and Faculty of BNUH.

Participants were assigned in two sessions which focus in different journalistic events.

One session involves grammar review leading to news writing where participants engage in group games that features the cats, Goats, and Snakes.

After nine rounds, the cats accumulated 76 points. The Goats garnered 68 points, and the Snakes scored 60 points.

As a reward to their participation, the first place wins P200.00, the second place gets P150.00, and the third place receives P100.00.

Cats win in game series
by: Alena Dore Cayano (cats)

Armed with determination, the cats got past goats and snakes to win the game series in the Journalism activity held at Bacoag National High School on Feb. 27, 2026.

An opening program took place at 8:00am which was attended by the chair of education committee of Bacoag extension workers from the University of Southern Mindanao, and Faculty of BNUH.

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Prof. Marlon T. Calambor directed the activity for the grammar session leading to news writing while Prof. Liza Maria Van M. Lillo guided for group games management, editorial writing, and business contribution.

Participants also presented their talent in singing, acting, and dancing that made the audience cheer #36.

Cats wins in game series
GOATS by: Bea christine Mac D. Rantlan

Armed with determination, the cats passed Goats and Snake to win the game series in the Journalism activity held at Bacoag National High School on Feb. 27, 2026.

An opening program took place at 8:00am which was attended by the chair of Education committee of Bacoag, extension workers from the University of Southern Mindanao, and Faculty of BNUH.

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One session involves grammar review lead to news writing where participants engage in group games that features the cats, Goats, and Snake.

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As a reward to their participation, the first place gets P200.00, the second place gets P150.00, and the third place receives P100.00.

Editorial
It's our turn

As a resident of Bamaragay Bacoag we feel overlooked and undervalued. It's time for a change. It's our turn to get some attention to be heard and to be noticed by our government. We're watched as other Bamaragay receive support and resources, while we struggle to make ends meet.

The lack of attention from our government is palpable. Basic services and welfare and our needs are constantly ignored. But we're not asking for much. We're asking for equality for recognition and for compassion. We want to feel the love our care that other Bamaragay have received.

We urge our government officials to take notice of our plight. Our children's schools and our healthcare facilities need support and we need it now. Let's work together to create more equitable society where every Bamaragay gets the attention it deserves.

It's our turn and we're not going to be silenced. We'll make our voices heard, and we'll demand the attention we rightfully deserve. Join us in this fight for a brighter future for Bamaragay Bacoag.

Cause of Artificial Intelligence

Why does people talk about artificial intelligence or AI? Will this really be a big help to the world?

Artificial intelligence or what they call AI is one of the aid that students always use in their studies. It makes their study easy when students ask a question. But, it just answers their questions with complete answers. Students may be addicted to it because they thought it is the best way to solve their problem but they didn't know that it can make their study

But how can they solve the kind of problem for me? Their should be a limit so that students will no longer rely in it.



Editorial: Jamarce

BACOAG BACAN

Ang Bamaragay Bacoag ay isang lugar na pinag-uugay. Ngunit ito ay hindi, kailan sa mga Bamaragay Bacoag. Ngunit ito ay hindi, kailan sa mga Bamaragay Bacoag. Ngunit ito ay hindi, kailan sa mga Bamaragay Bacoag.

Kindi dapat gawin ang Bamaragay sa mga Bamaragay. Tama sa Bamaragay Bacoag kailan ay hindi Bamaragay Bacoag. Sa mga Bamaragay Bacoag, kailan ay hindi Bamaragay Bacoag. Ngunit ito ay hindi, kailan sa mga Bamaragay Bacoag.

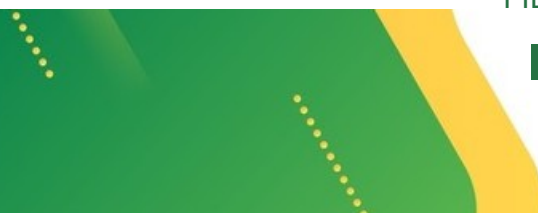
Ang aming mga Bamaragay sa Bamaragay Bacoag. Ngunit ito ay hindi, kailan sa mga Bamaragay Bacoag. Ngunit ito ay hindi, kailan sa mga Bamaragay Bacoag. Ngunit ito ay hindi, kailan sa mga Bamaragay Bacoag.

Highlights and Accomplishments

The Department has established sustainable mechanisms that extend the impact of its extension programs beyond individual project cycles, including:

- **Institutionalization of the SULAT Project** as the *Department's flagship extension program*.
- **Establishment of a functional campus journalism program and editorial board** at Bacong High School.
- **Development of a sustainability framework** anchored on teacher mentoring, student leadership, and continuous technical assistance.
- **Integration of contextualized and culturally grounded instructional materials** into literacy intervention planning.
- **Active involvement of AB English Language students** in sustaining community engagement through service-learning and volunteerism.
- **Creation of collaborative monitoring and evaluation mechanisms** involving teachers, school administrators, local government officials, and community stakeholders.
- **Strengthening of Indigenous education** through culturally responsive literacy initiatives that promote Blaan identity and community narratives.

These accomplishments demonstrate that the Department's extension initiatives are designed to produce enduring educational and social benefits rather than isolated project outputs.

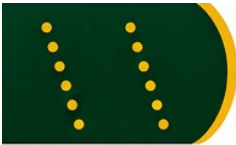


INNOVATION, CULTURAL PRESERVATION, & SOCIAL TRANSFORMATION

The Department of English Language and Literature (DELL) recognizes that extension programs must continuously evolve to address emerging educational, cultural, and societal challenges. Guided by the University of Southern Mindanao's commitment to innovation, inclusivity, and sustainable development, the Department adopts an extension framework that not only builds community capacities but also promotes innovation, safeguards cultural heritage, and contributes to meaningful social transformation.

Anchored on the University's Extension Framework, the UniK Program, and the College of Arts and Social Sciences Extension Agenda, the Department views innovation as the creative application of disciplinary expertise to develop responsive and sustainable solutions to community needs. Equally important is its commitment to preserving Indigenous knowledge, local languages, and cultural traditions as essential components of inclusive education and community development. Through this balanced approach, the Department ensures that extension initiatives empower communities while honoring their cultural identity and strengthening their capacity to shape their own future.

This philosophy is embodied in **SULAT, the Department's flagship extension program**, which integrates literacy development, teacher capability-building, contextualized instructional materials, campus journalism, and Indigenous education into an innovative and culturally responsive extension model.



SULAT FRAMEWORK

SULAT as DELL’s Flagship Extension Project



SULAT
(Strengthening Understanding, Literacy, Advocacy, and Textualization for Blaan Youth and Educator)

The Department’s flagship extension program with Bacong National High School in Tulunan, Cotabato as the recipient.





SULAT
Strengthening Understanding, Literacy, Advocacy, and Textualization for Blaan Youth and Educator

Recipient:
Bacong National High School
Tulunan, Cotabato



- 1



Campus Journalism Training



 - Develop students’ skills in writing, reporting, editing, and multimedia production.
 - Promote responsible journalism and ethical communication.
 - Strengthen student voice and participation in school and community issues.
- 2



Baseline Assessment of Learners’ Reading Skills



 - Assess learners’ current reading levels and comprehension skills.
 - Identify strengths, gaps, and priority areas for intervention.
 - Provide data-driven insights to guide program planning and material development.
- 3



Development of Contextualized and Culturally Grounded Reading Materials



 - Create reading materials that reflect the Blaan culture, language, and context.
 - Promote relevance, inclusivity, and cultural pride in learning.
 - Enhance reading engagement and comprehension among learners.



SULAT builds literacy, empowers voices, and strengthens communities.
Together, we write a better future.





Building knowledge through research



Creating impact for community and society

Implementation

The Department advances innovation and social transformation by designing extension programs that respond creatively to the unique educational and cultural contexts of its partner communities. Rather than adopting standardized interventions, extension activities are contextualized through continuous dialogue with stakeholders, evidence-based planning, and the integration of local knowledge systems.

A defining feature of the SULAT Project is the development of **contextualized and culturally responsive instructional materials derived from baseline literacy assessments and community consultations**. These learning resources incorporate local experiences, Indigenous narratives, and culturally familiar contexts that make literacy instruction more meaningful and accessible to Blaan learners an approach that recognizes culture not merely as instructional content but as a valuable educational resource that enhances learner engagement and affirms community identity.

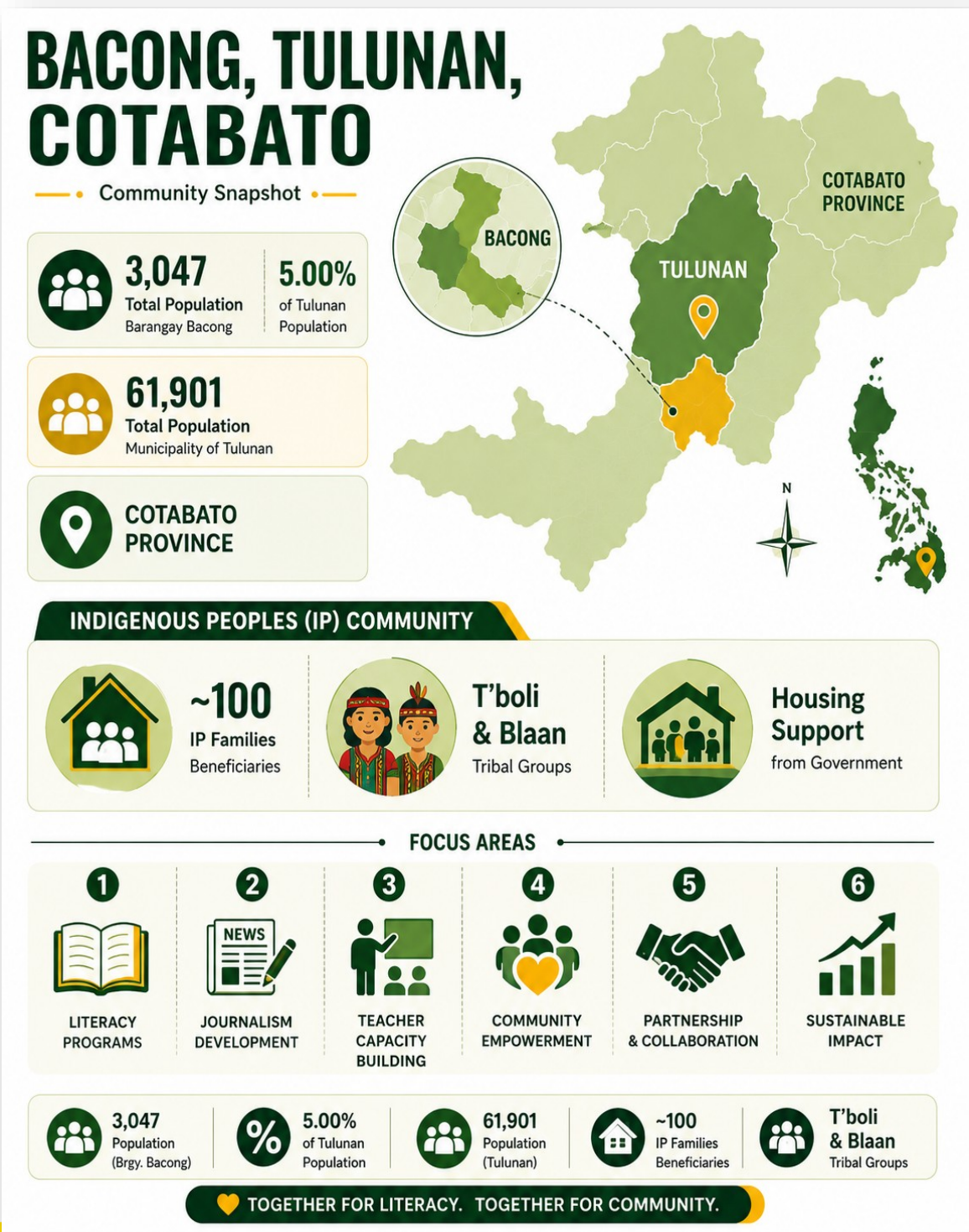
 UNIVERSITY OF SOUTHERN MINDANAO Kabacan, Cotabato Philippines  EXTENSION SERVICES OFFICE DETAILED PROPOSAL FOR EXTENSION	
A. BASIC INFORMATION	
1. Project Title	SULAT: Strengthening Understanding, Literacy, Advocacy, and Textualization for Blaan Youth and Educators
Component 1	Campus Journalism Training for Blaan Students and Teachers
Component 2	Baseline Assessment of Learners' Reading Skills as Basis for Contextualized Material Development
Component 3	Development of Contextualized and Culturally-Grounded Reading Materials
2. Proponent/s Indicate Name Academic Rank, Office	Project Leader: Elangbai B. Dimasingkil Associate Professor III DELL-CASS Component Leader 1: Elangbai B. Dimasingkil Component Leader 2: Anamarie B. Uyanguren Assistant Professor IV DELL-CASS Component Leader 3: Estelle B. Barbosa Associate Professor IV DELL-CASS
2.1. Email Address	elbbdimasingkil@usm.edu.ph ; ebbarbosa@usm.edu.ph ; ambuyanguren@usm.edu.ph
2.2. Contact Number	09348813938 (EBBarbosa); 09165934493 (EBDimasingkil); 0937-1488-747 (ABUyanguren)
3. Lead Unit/College	Department of English Language and Literature, CASS
3.1. Collaborating Unit/College	N/A
3.2. Partner Agency	Department of Education- Bacong High School, Tulunan, Cotabato
4. Thematic Area	☒ Quality Learning Skills Development and Literacy ☒ Food Security and Poverty Reduction ☒ Social Development, and Strong Institutions ☐ Good Health and Well-being ☒ Preservation of Culture ☐ Innovations in Science, Engineering, and Technology ☐ Environmental Protection, Conservation and Risk Reduction ☒ Sustainable Entrepreneurship and Management
5. Sustainable Development Goals	☐ No Poverty ☐ No Hunger ☐ Good Health ☒ Quality Education ☐ Gender Equality ☐ Clean Water and Sanitation ☐ Renewable Energy ☒ Good Jobs and Economic Growth ☐ Innovation and Infrastructure ☒ Reduced Inequalities

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The Department likewise promotes **cultural preservation by integrating Indigenous perspectives** into literacy development, language education, and campus journalism. Teachers and students are encouraged to document local stories, traditions, and community experiences through various written forms, fostering appreciation for Indigenous heritage while strengthening communication and literacy skills.

Barangay Bacong in the Municipality of Tulunan, Cotabato, is home to a significant **Indigenous Peoples (IP) community**, particularly members of the **Blaan and T'boli** tribes. Recognizing the community's unique cultural identity and educational needs, DELL identified Bacong as a priority partner for its flagship extension program, SULAT. Through culturally responsive literacy, campus journalism, and teacher capacity-building initiatives, the program seeks to empower learners and educators while preserving indigenous narratives, strengthening local voices, and promoting inclusive and sustainable community development.



Innovation is further demonstrated through the Department's adoption of research-informed extension strategies. Needs assessment findings, literacy assessment results, stakeholder feedback, and monitoring data are continuously used to improve program design, develop contextualized interventions, and refine extension methodologies. During periods of restricted mobility, the Department also demonstrated adaptability by developing communication training and IEC materials that enabled extension services to continue through flexible delivery modalities.

Beyond educational innovation, **the Department empowers communities by developing local leadership among teachers, student journalists, parents, and community stakeholders.** Through continuous mentoring and collaborative participation, beneficiaries gradually assume greater responsibility for sustaining literacy initiatives, campus journalism programs, and other extension activities within their respective communities.



The **Training Completion Report** of SULAT: Strengthening Understanding, Literacy, Advocacy, and Textualization for Blaan Youth and Educators Project indicated a successful implementation of the training "Campus Journalism Foundations: Language Mechanics Review, Management, Editorial, and Feature Writing" on 20 February 2026 at Bacong National High School, Tulunan, Cotabato. The training served 55 participants, comprising students and teachers from both Indigenous Peoples (IP) and non-IP communities, and was conducted to establish the foundation for a sustainable campus publication while strengthening participants' literacy, language, and journalism competencies. Through workshop-based sessions on language mechanics, editorial and feature writing, and campus paper management, participants produced draft publication materials and gained practical skills necessary to organize and manage a school publication. The report further documented **excellent participant satisfaction**, with high ratings for the clarity, organization, and relevance of the training, demonstrating that the activity effectively addressed the school's identified needs and advanced the long-term goals of the SULAT extension program.

University of Southern Mindanao EXTENSION SERVICES OFFICE Kabacan, Cotabato			
TRAINING COMPLETION REPORT			
Report on non-degree training program (including seminars, conferences, workshops) conducted. This form should be submitted by the training coordinator to the monitoring office (OED) not later than 1 week after the completion of the training program.			
Campus Journalism Foundations: Language Mechanics Review, Management, Editorial, and Feature Writing			
Title			
Budget		Fund Source	USM Local Fund
Start Date	February 20, 2026	End Date	February 20, 2026
Venue	Bacong National Highschool	No. of Beneficiaries/ Participants	55/ High School Students
Barangay	Bacong	Municipality	Tulunan,
Province	Cotabato		
TRAINING TEAM/ FACILITATORS			
Elangbai B. Dimasngkil Orfelina M. Ajero Marlon T. Salvador Rezelle May C. Amilbahr	Anamarie B. Uyangurin Lloyd Anton Von M. Colita Mirasol O. Verona Donnie M. Tulud		
SPONSOR/S			
USM- Extension Service Office (ESO)			
REPORTING SPEAKER/S			
REPORTING SPEAKER/S	TOPICS		
Lloyd Anton Von M. Colita	School paper management, Editorial writing, and Feature writing		
Marlon T. Salvador	Language Mechanics Review		
TRAINING OBJECTIVE/S			
At the end of the training, the participants will be able to:			
1. Apply correct grammar, punctuation, spelling, and sentence structure in journalistic writing. 2. Explain the basic principles, roles, and structure of a campus publication. 3. Write a clear and coherent editorial on a relevant school or community issue. 4. Produce a feature article highlighting local culture, stories, or experiences. 5. Distinguish editorial and feature writing based on purpose, tone, structure, and language. 6. Demonstrate understanding of publication management by organizing roles and workflow.			

	University of Southern Mindanao EXTENSION SERVICES OFFICE Bacabon, Cotabato	
TRAINING COMPLETION REPORT		

TRAINING HIGHLIGHTS
The training "Campus Journalism Foundations: Language Mechanics Review, Management, Editorial, and Feature Writing" was conducted as an initial step toward establishing the school's campus publication under the SULAT extension program—Strengthening Understanding, Literacy, Advocacy, and Textualization for Blaen Youth and Educators. As the school has not yet launched an official paper, the activity focused on developing both the skills and structural foundations necessary for a functional and sustainable journalism program. A total of 55 participants attended the training, composed of 41 students (all Indigenous Peoples): 13 males and 28 females, and 14 teachers: 6 males (4 IP, 1 non-IP) and 8 females (1 IP, the rest non-IP). The training aimed to strengthen participants' writing foundations, particularly in grammar, sentence construction, and proper language use, recognizing that strong language mechanics are essential for clarity and credibility in journalism. It also introduced the basic structure of a school paper, including editorial roles and responsibilities, as well as the principles of editorial and feature writing. Adopting a practical writeshop approach, participants engaged in guided writing exercises and planning activities. Following the opening session, participants were divided into two groups for simultaneous break-out sessions. Session A, facilitated by Prof. Marlon T. Salvador, focused on Language Mechanics Review, enhancing participants' understanding of grammar, punctuation, and sentence analysis. Session B, facilitated by Prof. Lloyd Anton Von Colla, covered Campus Paper Management, Editorial Writing, and Feature Writing, where participants learned how to organize a school paper and draft initial articles. The outputs from both sessions—including draft editorials, feature articles, and initial publication plans—serve as foundational materials for organizing and launching the school's campus publication. The training-writeshop marks an important step toward creating a structured, responsible, and student-led school paper that reflects the voice and identity of the community.

OVERALL TRAINING/ ACTIVITY EVALUATION

The table below highlights on the level of satisfaction as expressed by the participants on the overall course delivery

Item Code	Particulars	Weighted Mean	Verbal Description
	Course Content and Structure		
a	The objective of the activity was clearly stated at the beginning of the session	4.84	Excellent
b	The sequence of the topic was easy to follow	4.72	Excellent
c	There was sufficient time allocated each topic	4.49	Very Satisfactory
d	The content of the session was clear and easy to understand	4.49	Very Satisfactory
	Training Activities		
a	There were sufficient activities in the session	4.81	Excellent

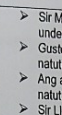
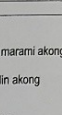
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	University of Southern Mindanao EXTENSION SERVICES OFFICE Kabacan, Cotabato	
TRAINING COMPLETION REPORT		

b	The activities increased my knowledge and understanding	4.82	Excellent
c	The group activities encouraged my participation	4.75	Excellent
	Methodology and Materials		
a	The instructional materials and presentation aids used helped me understand the topics better	4.70	Excellent
b	The delivery method (e.g. lecture, training, FGD, forum, conference was suitable for the activity)	4.53	Excellent
c	The delivery method assisted my learning and understanding	4.56	Excellent
	Training Management Team, Facilities and Services		
a	The activity was well-organized and facilitated	4.63	Excellent
b	The secretariat was approachable and helpful	4.86	Excellent
c	The venue was conducive for the activity	4.86	Excellent
	Total Mean Rating	4.63	Excellent

SUMMARY OF RESOURCE PERSONS' EVALUATION				
Particulars	RP1 (COLITA)		RP2 (SALVADOR)	
	Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
The resource person displayed a thorough knowledge of the topic and was able to provide insights	4.65	Excellent	4.72	Excellent
The resource person explained and processed the activities thoroughly	4.75	Excellent	4.8	Excellent
The resource person sustained the attention of participants and encouraged their participation	5	Excellent	4.72	Excellent
The resource person was able to create a good learning climate	4.84	Excellent	4.8	Excellent
The resource person was able to manage their time well	4.87	Excellent	4.8	Excellent
The resource person was sensitive to the participants' needs	4.78	Excellent	4.8	Excellent
Total Mean Rating	4.8	Excellent	4.7	Excellent

Rating Scale: 4.5 - 5.0 excellent (E), 3.50-4.49 Very satisfactory (VS), 2.50-3.49 Satisfactory (S), 1.50 - 2.49 Fair (F), 1.00-1.49 Poor (P)
TRAINING PARTICIPANTS' TESTIMONY

	University of Southern Mindanao EXTENSION SERVICES OFFICE Kabacan, Cotabato	
TRAINING COMPLETION REPORT		
➤ Sir Marlon is so kind. His knowledge was wide, I love the way he teaches us. It is so understandable. I wish to learn more from him. He is so excellent. ➤ Gusto ko lang mag pasalamat sa pagtuturo ni Sir Marlon, Dahil dito sa training na ito marami akong natutunan tungkol sa pagsusulat ng news letter. ➤ Ang aking komento kay Sir Marlon ay talagang magaling siyang magturo at marami din akong natutunan lalo na sa mga games, sobra akong nag enjoy and also sa teaching. ➤ Sir Lloyd is very knowledgeable and a good facilitator of learning. ➤ Thank you Sir Lloyd for incorporating our knowledge about journalism. We learned a lot. ➤ We learned a lot from Sir Lloyd. All topics are explained well.		
Picture 1.  Fig 1. The participants during the workshop	Picture 2.  Fig 2. Prof. Colla delivered lecture on School/campus Paper Management, Feature Writing and Editorial Writing	
Picture 3.  Figure 3. Prof. Salvador delivered lecture on School/campus News Writing, Sports Writing and Grammar in School Publication	Picture 4.  Figure 4 The participants and the facilitators after the training	
REMARKS/PROBLEMS ENCOUNTERED/ ACTIONS TAKEN		
None		

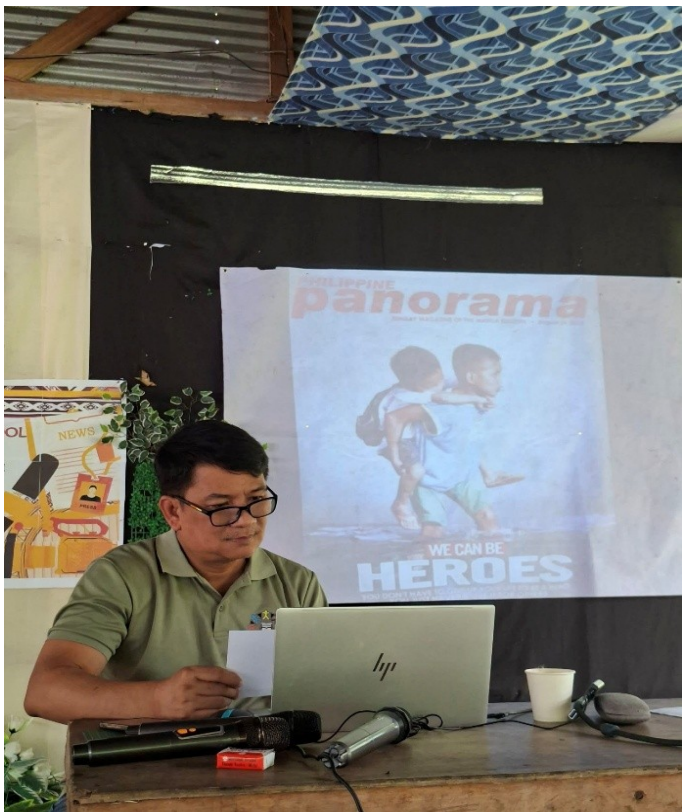
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[illegible]

ACTIVITY VENUE SPONSORS		Name		I am a			College/Unit/Organization				Gender				Please indicate if you belong to the following						Signature
				Student	Faculty/Staff	Guest	Male	Female	Others Specify	Prefer not to say	Senior Citizen	Differently Abled	IP	N/A							
CAMPUS JOURNAL FOUNDATIONS: LANGUAGE MECHANICS REVIEW, MANAGEMENT, EDITORIAL, AND FEATURE WRITING BACONG NATIONAL HIGH SCHOOL BACONG NATIONAL HIGH SCHOOL		1.	Shawlyn C. Acar	✓					✓												
		2.	Anna Rose C. Subac	✓																	
		3.	Lorann Marie Jean-di Lapacan	✓																	
		4.	Angie M. D. Capina	✓																	
		5.	Narda Doss Capan	✓																	
		6.	Jana Mae Gam	✓																	
		7.	Prisca D. Dily	✓																	
		8.	Marion C. Bay	✓																	
		9.	Michelle Gotsch	✓																	
		10.	JENARA A. DAULAD	✓																	
		11.	JHAN MARIE A. RAJIT	✓																	
		12.	Jedellum Joy Capimantun	✓																	
		13.	Angie Mae Joy P. Ogo	✓																	
		14.	Leah Mae P. Inon	✓																	
		15.	Daniel Jean D. Dorte	✓																	
		16.	CONRACHEL B. ERM	✓																	
		17.	ESMA L	✓																	
		18.	JOHN NARAI A. PERALTA	✓																	
		19.	ELLEN GRACE MARCELINO	✓																	
		20.	CRISTIANE A. CHAVEZ	✓																	
		21.	GLENN P. VILL	✓																	
		22.	VERONICA M. LARAN	✓																	

USM-EXT-F02-Rev 4, 2021.09.02

UNIVERSITY OF SOUTHERN MINDANAO Kabacan, Corabato Philippines		EXTENSION SERVICES OFFICE	
ATTENDANCE SHEET			
51.	Alecia Prince Licer	/	WHS
52.	Capina S. Ebrahan	/	BH
53.	Mary Jane L. Gauring	/	WHS
54.	Geoffrey L. Tapanan	/	BHHS
55.	Walt Vito Eslon	/	BHHS
56.	Alfonso L. Gauring	/	BHHS
57.	Ornel Jay M. Lacer	/	BHHS
58.	MICHELLE B. Gauring	/	BHHS
59.	Becky Lee B. Gauring	/	BHHS
60.	Gracie Mae C. Tapanan	/	BHHS
61.	Dorianne Rhoda Ebra	/	BHHS
62.	Jalisco D. Gauring	/	BHHS
63.	MIRASOL D. VERA	/	BHHS
64.	ESTHER B. BARRERA	/	BHHS
65.	Edna B. BARRERA	/	BHHS
66.	Edna B. BARRERA	/	BHHS
67.	Edna B. BARRERA	/	BHHS
68.	Edna B. BARRERA	/	BHHS
69.	Edna B. BARRERA	/	BHHS
70.	Edna B. BARRERA	/	BHHS
71.	Edna B. BARRERA	/	BHHS
72.	Edna B. BARRERA	/	BHHS
73.	Edna B. BARRERA	/	BHHS
74.	Edna B. BARRERA	/	BHHS
75.	Edna B. BARRERA	/	BHHS
76.	Edna B. BARRERA	/	BHHS
77.	Edna B. BARRERA	/	BHHS
78.	Edna B. BARRERA	/	BHHS



Highlights and Accomplishments

The Department has strengthened its role as an agent of educational innovation and cultural preservation through several significant initiatives. Among its major accomplishments:

- **Development of SULAT Program** as an innovative, research-informed, and culturally responsive extension program.
- **Integration of Blaán culture and local narratives** into literacy and language development initiatives.
- **Promotion of campus journalism** as a platform for responsible communication, cultural expression, and community participation.
- **Adoption of evidence-based extension practices** informed by literacy assessment, stakeholder consultation, and community feedback.
- **Development of communication and IEC materials** that supported flexible extension delivery and knowledge dissemination.
- **Empowerment of teachers and community leaders** to sustain literacy and educational innovations beyond the duration of the project.

These accomplishments demonstrate the Department's commitment to developing extension programs that not only respond to immediate educational concerns but also preserve cultural heritage and inspire long-term community transformation.

STUDENT PARTICIPATION AND EXPERIENTIAL LEARNING IN EXTENSION

The Department of English Language and Literature (DELL) actively integrates extension into the academic and co-curricular experiences of BA English Language (BAEL) students by providing meaningful opportunities to participate in community-based literacy, media education, and digital citizenship initiatives. Through service-learning, volunteerism, and student organization engagement, BAEL students serve as facilitators, organizers, documenters, and support personnel in various extension programs, allowing them to apply classroom knowledge in authentic community settings while developing leadership, communication, teamwork, and civic responsibility.

From **2024 to 2026**, BAEL students actively contributed to several flagship extension initiatives of the Department and the College. Through **Project LIBRO: Literacy in Books – A Collaborative Action through Resource and Outreach**, students from the AB English Society conducted storytelling sessions, reading activities, literacy games, and book donation drives that promoted reading culture among elementary pupils. They likewise participated in the **LIGHTHOUSE Initiative**, reinforcing literacy development through interactive learning experiences.









UNIVERSITY OF SOUTHERN MINDANAO
BACHELOR OF ARTS IN ENGLISH LANGUAGE



Project
LIBRO
Initiative for Books and
Learning Opportunities

**“Books, Learning, and Community Service”
ABES Joins CASS in Project Libro Program 2025**



@College of Arts and Social Sciences



@AB English Society



@Department of English Language and Literature



AB ENGLISH SOCIETY
#ABEStheBest | #ABEnglishLanguage

NEWS UPDATE
Transforming Minds, Creating Opportunities











In response to emerging digital challenges, BAEL students also served as members of the organizing and facilitation teams during the **Be MINDFUL: Media Information and Navigation for Digital Freedom, Understanding, and Literacy Symposium**, where they assisted in community education on media and information literacy, fact-checking, online safety, cybersecurity, digital ethics, and responsible social media use. Their involvement extended beyond logistical support to active engagement in participant coordination, documentation, and community interaction.



COLLEGE OF ARTS AND SOCIAL SCIENCES- LOCAL STUDENT GOVERNMENT





CASS Empowers Community through Successful Digital Literacy and Media Awareness Symposium

In response to the growing challenges of misinformation, digital exploitation, and scams, The College of Arts and Social Sciences (CASS) successfully launched BE MINDFUL: Media Information and Navigation for Digital Freedom, Understanding, and Literacy symposium on November 8, 2025 for the youth and parents of Barangay Tibao, Mlang, Cotabato. The symposium equips individuals with critical digital skills and awareness to navigate today's complex online environment.

 University of Southern Mindanao

 usmcasslsg@gmail.com

 USM CASS Local Student Government





UNIVERSITY OF SOUTHERN MINDANAO
COLLEGE OF ARTS AND SOCIAL SCIENCES
LOCAL STUDENT GOVERNMENT





 University of Southern Mindanao EXTENSION SERVICES OFFICE Kabacan, Cotabato 			
TRAINING COMPLETION REPORT			
Report on non-degree training program (including seminars, conferences, workshops) conducted. This form should be submitted by the training coordinator to the monitoring office (OED) not later than 1 week after the completion of the training program.			
Title	Be MINDFUL: Media Information and Navigation for Digital Freedom, Understanding, and Literacy Symposium		
Budget	5,000.00	Fund Source	Donation
Start Date	November 8, 2025	End Date	November 8, 2025
Venue	Barangay Covered Court, Barangay Tibao, Mlang, Cotabato		
Barangay	Tibao	Municipality	Mlang
Province	Cotabato		
TRAINING TEAM/ FACILITATORS			
Rezeille May C. Amilbahar Ronel A. Naringahon Renz Johann G. Cabangon Loise Eifen Pulido Marriene Acosta Cate Pandis Mar Capunggan Jhon Roi Herera Natashia Tongcua			
SPONSOR/S			
College of Arts and Social Sciences			
RESOURCE SPEAKER/S		TOPIC/S	
Ronel A. Naringahon		Combating Fake News and Misinformation	
Rezeille May C. Amilbahar		1) Raising Awareness and Preventing Online Scams 2) Exploring Affiliate Marketing and Content Creation in Social Media	
TRAINING OBJECTIVE/S			
1. Enhance the participants' understanding of digital literacy and its importance in preventing online scams and misinformation.			
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2. Educate participants on identifying phishing, scams, and clickbait content to promote responsible online behavior. 3. Introduce participants to digital security practices and strategies for protecting personal data and online identity. 4. Develop participants' awareness of digital marketing as a tool for personal and community-based economic growth. 5. Foster partnerships and collaboration between the university, local government, and community stakeholders in promoting media literacy and digital empowerment.	
TRAINING HIGHLIGHTS	
The College of Arts and Social Sciences successfully launched the Be MINDFUL: Media Information and Navigation for Digital Freedom, Understanding, and Literacy Symposium on November 8, 2025, at Barangay Tibao, Mlang, Cotabato. This is in response to the growing challenges brought by misinformation, online scams, and digital insecurity. As digital platforms increasingly shaped how information was accessed and shared, both youth and parents became more vulnerable to deceptive online practices. In view of this concern, the College organized the symposium to promote responsible media consumption and strengthen digital awareness within the community. The symposium highlighted sessions that focused on educating participants about identifying fake news, phishing attempts, clickbait content, and other forms of online deception. It also introduced digital marketing as a productive and ethical use of media platforms. Through this initiative, the participants were not just equipped with practical digital skills but also informed about the safe and responsible online engagement. The activity was attended by 40 youth and parents from Barangay Tibao, who actively participated in the discussions and interactive sessions. Attendance records, presentation materials, and photo documentation served as means of verification for the conduct of the symposium. The level of participation and engagement indicated an improved understanding of digital safety, media literacy, and ethical online behavior among the beneficiaries. In order to achieve its objectives, the symposium featured lecture-discussions facilitated by speakers with relevant expertise. Ronel A. Naringahon delivered a session on combating fake news and misinformation, during which he discussed strategies for verifying information and evaluating the credibility of online sources. Meanwhile, Rezeille May C. Amilbahar led discussions on raising awareness and preventing online scams and introduced affiliate marketing and content creation in social media as potential avenues for responsible income generation. These sessions were designed to integrate digital security practices with practical applications.	
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The effectiveness of the symposium was reflected in the post-activity evaluation results gathered from the participants. Based on the six (6) evaluation particulars, the speakers obtained mean ratings consistently above 4.00 out of 5.00, corresponding to a Very Satisfactory descriptive rating. The evaluation results further indicated that the resource persons clearly and effectively explained the topics. The speakers also sustained audience interest through interactive and inclusive discussions, demonstrated sensitivity to participants' needs, and managed time efficiently. Overall, the consistently high "Very Satisfactory" ratings confirmed the successful achievement of the symposium's communicative and educational objectives.

Additionally, the Be MINDFUL: Media Information and Navigation for Digital Freedom, Understanding, and Literacy Symposium was evaluated by 35 participants using an Overall Training Evaluation Sheet covering four key areas: Course Content and Structure, Training Activities, Methodology and Materials, and Training Management Team, Facilities, and Services. The symposium obtained an overall general average rating of 4.55 out of 5.00, indicating a Very Satisfactory level of participant satisfaction. The results demonstrate that the symposium effectively achieved its objectives by delivering relevant content, well-organized learning sessions, and quality instructional methods that enhanced participants' understanding of media and information literacy.

Across all evaluation components, participants consistently provided high ratings, with average scores ranging from 4.37 to 4.69, reflecting positive feedback on the program's content, activities, learning materials, and overall management. The findings indicate that the symposium was successfully implemented and met the expectations of the participants through effective facilitation, efficient event management, and a conducive learning environment. This evaluation affirms the symposium's effectiveness and provides a strong basis for sustaining its strengths while incorporating more interactive activities in future implementations.

The successful implementation of the Be MINDFUL Symposium reinforced the College's commitment to its extension mandate and its role in community development. The initiative contributed to promoting informed digital citizenship while strengthening partnerships between the University and the local community. Through this activity, the College further demonstrated its dedication to empowering individuals with knowledge that supports personal growth, social responsibility, and sustainable development.

OVERALL TRAINING/ ACTIVITY EVALUATION

The table below highlights on the level of satisfaction as expressed by the participants on the overall course delivery

Item Code	Particulars	Weighted Mean	Verbal Description
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Course Content and Structure			
a	The objective of the activity was clearly stated at the beginning of the session	4.514286	E
b	The sequence of the topic was easy to follow	4.542857	E
c	There was sufficient time allocated each topic	4.685714	E
d	The content of the session was clear and easy to understand	4.657143	E

Training Activities			
a	There were sufficient activities in the session	4.485714	VS
b	The activities increased my knowledge and understanding	4.514286	E
c	The group activities encouraged my participation	4.371429	VS

Methodology and Materials			
a	The instructional materials and presentation aids used helped me understand the topics better	4.542857	E
b	The delivery method (e.g. lecture, training, FGD, forum, conference was suitable for the activity)	4.542857	E
c	The delivery method assisted my learning and understanding	4.657143	E

Training Management Team, Facilities and Services			
a	The activity was well-organized and facilitated	4.485714	VS
b	The secretariat was approachable and helpful	4.6	E
c	The venue was conducive for the activity	4.542857	E
Total Mean Rating		4.5	E

SUMMARY OF RESOURCE PERSON/S' EVALUATION

Particulars	RP1		RP2	
	Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
The resource person displayed a thorough knowledge of the topic and was able to provide insights	4.558824	E	4.3	VS
The resource person explained and processed the activities thoroughly	4.470588	VS	4.3	VS
The resource person sustained the attention of participants and encouraged their participation	4.529412	E	4.4	VS

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Picture 3.



Picture 4.



Caption:

Picture of beneficiaries together with the facilitators and the resource speakers during the giving of certificates and documentation.

Caption:

Participants actively listening during the discussion on how to combat fake news and misinformation.

REMARKS/PROBLEMS ENCOUNTERED/ ACTIONS TAKEN

During the planning and implementation of the Be MINDFUL: Media Information and Navigation for Digital Freedom, Understanding, and Literacy Symposium, the organizing team encountered several challenges that affected the preparation and execution of the activity. These challenges were primarily related to coordination, logistics, and participant availability, which required immediate adjustments and on-site problem-solving by the organizers.

One of the main challenges encountered was the limited support and coordination from the Barangay and the Sangguniang Kabataan, which affected the preparedness of the venue and the mobilization of participants. Despite prior communication, expected assistance from local stakeholders was minimal. Another significant challenge was the late start of the program due to an unprepared venue. Upon arrival, the organizers had to clean the area and arrange chairs, sound equipment, and materials. This caused delays, especially since the team had already traveled approximately 40 minutes from the University of Southern Mindanao to the target barangay, with the assumption that

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the venue had been prepared beforehand. The late arrival of participants also posed a challenge, as several attendees were still completing household responsibilities before joining the activity. This resulted in a staggered attendance and required adjustments to the program schedule. Lastly, some participants left the venue earlier than expected to attend to urgent household duties. This affected the number of participants present during the documentation phase, explaining the relatively lower attendance count in photos and post-activity records.

Despite these challenges, the organizing team remained flexible and proactive, ensuring that the symposium proceeded as planned and that the learning objectives of the Be MINDFUL initiative were successfully delivered.

Attachments:

1. Training Program, Training Design

2. Training Attendance (Original / Certified true copy)

3. Pre and Post Tests (as needed)

4. Resource Person Evaluation Sheets

5. Overall Training Evaluation Sheets

Prepared by:

RENZ JOHANN G. CABANGON

Designation

CASS LSG Governor

Date Signed

Reviewed by:

RITCHIE O. TORRES

Designation

Training Specialist II

Date Signed

Noted by:

GLYN B. GABANO- MAGBANUA, PhD

Designation

Director, ESO

Date Signed

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Similarly, BAEL students participated in **CASSayuran: A Safe Space for Smart Choice**, a community outreach program on cybersecurity and digital citizenship conducted for high school learners. Working alongside faculty members and partner organizations, students helped facilitate sessions, organize activities, document the program, and support participant engagement. The activity received a **Very Satisfactory** evaluation (overall mean = **4.32**), reflecting the effectiveness of the collaborative efforts of faculty and students.









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Collectively, these initiatives demonstrate that BAEL students play an integral role in advancing the Department's extension agenda. Their sustained participation expands the Department's outreach capacity while cultivating socially responsible graduates who embody the University's commitment to community engagement. By positioning students as extension partners rather than passive participants, DELL strengthens the sustainability of its extension programs and develops future educators, communicators, and community leaders committed to literacy, media education, and social development.

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Three-to-Five-Year Extension Targets (2027-2031)

Building on the accomplishments of its extension initiatives and guided by its vision of fostering socially responsive, research-informed, and sustainable community engagement, the Department of English Language and Literature (DELL) has identified strategic extension targets for 2027–2031. These targets are aligned with the University of Southern Mindanao's Extension Framework, the UniK Program, the College of Arts and Social Sciences Extension Agenda, and the Sustainable Development Goals (SDGs), and support the University's commitment to quality assurance, community empowerment, and inclusive development.

The Department envisions transforming SULAT into a flagship extension model that may be replicated in other Indigenous and underserved communities within Region XII and neighboring provinces. Through sustained partnerships, expanded community participation, and continuous innovation, the Department aims to strengthen its role as a regional leader in literacy development, language education, journalism, and community capacity-building.

Strategic Extension Targets (2027–2031)

Strategic Area	2027–2031 Target
Expansion of Community Partnerships	Increase the number of partner schools, local government units, and community organizations, prioritizing Indigenous communities, geographically isolated and disadvantaged areas (GIDAs), and underserved educational institutions.
Institutionalization of SULAT	Establish SULAT as the Department's permanent flagship extension program, with annual implementation, dedicated project teams, standardized training modules, and institutional funding support.
Literacy Development	Conduct annual baseline literacy assessments and reading intervention programs in partner schools while developing contextualized and culturally responsive instructional materials for diverse learner populations.
Teacher and School Capacity Building	Expand professional development programs in literacy instruction, campus journalism, language teaching, communication, and instructional material development for teachers and school administrators.
Campus Journalism Development	Assist partner schools in establishing or strengthening sustainable campus publications through continuous editorial mentoring, journalism workshops, and publication management training.
Student Engagement	Increase the participation of BA English Language students in service-learning, literacy assessment, journalism mentoring, and extension implementation to strengthen experiential learning and civic engagement.

Research–Extension Integration	Produce extension-based research studies, impact assessments, instructional materials, and scholarly publications that document best practices and inform future extension initiatives.
Digital and Innovative Extension	Develop digital literacy resources, online training modules, and technology-enhanced extension programs to expand access to quality learning opportunities across communities.
Monitoring and Sustainability	Strengthen monitoring and evaluation systems through annual impact assessments, client satisfaction surveys, and stakeholder consultations to ensure continuous quality improvement and long-term sustainability.
Regional Leadership and Recognition	Position the Department as a regional center of excellence in language-based community extension by sharing best practices through conferences, publications, inter-institutional collaborations, and extension awards.

Expected Outcomes

By 2031, the Department envisions an extension program that is fully institutionalized, research-informed, and recognized for its sustained impact on communities. It aims to establish long-term partnerships that foster educational development, literacy advancement, teacher empowerment, and culturally responsive learning environments, while strengthening the integration of instruction, research, and extension. Specifically, the Department seeks to:

- **expand the reach of its extension programs** to more partner communities across Region XII and neighboring areas;
- **institutionalize SULAT as a sustainable and replicable extension model** for literacy and Indigenous education;
- **strengthen community ownership** through continuous mentoring and capacity-building;
- **increase faculty and student participation** in community-engaged scholarship and service-learning;
- **generate research outputs and instructional innovations** arising from extension activities; and
- **contribute to the University's vision** of becoming a leading institution in community engagement, social responsibility, and inclusive development.

Through these strategic targets, the Department affirms that extension is not merely an auxiliary function but a transformative academic enterprise that empowers communities, enriches scholarship, enhances student learning, and creates lasting social impact. By sustaining collaborative partnerships and continuously responding to emerging community needs, the Bachelor of Arts in English Language Program aspires to serve as a catalyst for educational innovation, cultural preservation, and community empowerment in the years ahead.

