



BULACAN POLYTECHNIC COLLEGE

**COMMUNITY EXTENSION
SERVICE MANUAL**

REVISED 2022

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PART 1

Focus on Alignment of Activities and Programs for Students to CHED Regulations and Faculty Engagement in Ecological Preservation and Community Needs

1. Introduction

The Community Extension Service Office (CESO) of Bulacan Polytechnic College (BPC) serves as the primary unit to ensure that the academic institution's resources, knowledge, and skills contribute to the social, cultural, and economic development of the community. This office is dedicated to the alignment of all student and faculty programs with the community's needs, environmental preservation, and national educational standards, particularly those established by the Commission on Higher Education (CHED).

In addition, CESO aims to promote an active partnership with local government units (LGUs) and other stakeholders to address critical issues such as ecological conservation, social development, livelihood, and the professional needs of the community.

2. Mission and Vision of CESO

- **Mission:** To engage students and faculty in community-driven activities that promote sustainable development, ecological preservation, and improve the quality of life for the residents of Bulacan through knowledge-sharing, skills development, and community service.
 - **Vision:** To be the leading educational institution in the region in providing relevant, responsive, and socially responsible programs that meet both community needs and CHED's academic standards.
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3. Guiding Principles and Objectives

1. **Student-Centered Community Engagement:** Ensuring that all community-based activities provide meaningful learning experiences for students.
2. **Ecological Responsibility:** Emphasizing sustainable development and environmental conservation.
3. **Local Needs Orientation:** Focusing on the most pressing needs of the local government units and communities in Bulacan.
4. **Faculty Collaboration:** Encouraging faculty involvement in designing, executing, and monitoring extension programs.
5. **National Standards Compliance:** Adhering to the policies, guidelines, and standards set by CHED and other regulatory bodies.

4. Alignment with CHED Regulations

All extension activities and programs will follow CHED guidelines for Community Extension Services. These include:

1. CHED Memorandum Order (CMO) No. 3, Series of 2015, which mandates HEIs to incorporate community engagement in curricula for service-learning, internships, and volunteerism.
 2. CHED Guidelines on Extension Programs, ensuring the development of student-centered, community-responsive projects that integrate academic learning with practical community service.
 3. The involvement of both students and faculty in extension activities should align with the objectives of academic programs and foster the holistic development of learners as active participants in societal transformation.
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5. Faculty Involvement in Community Engagement

The faculty's role is to guide students and lead various extension programs. Their engagement in the training programs and community projects should be aligned with:

1. PDRRMO (Provincial Disaster Risk Reduction and Management Office): Faculty will engage in training and seminars that focus on disaster preparedness and response, which students can later participate in during their internships or service-learning activities.
2. BENRO (Bureau of Environmental and Natural Resources Office): The training will focus on ecological preservation, which faculty can incorporate into academic instruction for environmental science and sustainability courses.
3. PSWDO (Provincial Social Welfare and Development Office): Faculty can collaborate in programs aimed at community welfare, particularly those addressing marginalized groups and the socio-economic needs of vulnerable populations.

6. Student-Centered Programs and Activities

Each program or course offering will be linked to specific community needs that promote not only academic learning but also social responsibility. Below is an outline of community extension programs corresponding to the academic departments:

7. Community Needs and Ecological Preservation Focus

The following are the key areas where faculty and students of different programs contribute to the community's ecological and socio-economic development:

1. Ecological Preservation: Faculty and students will collaborate with BENRO, DENR, and other environmental agencies to promote sustainable practices, waste management, reforestation, and biodiversity conservation.
 2. Livelihood Programs: Faculty and students in TECH-VOC programs such as HRS (Hotel and Restaurant Services) and EIM (Electrical Installation and Maintenance) will work on projects that promote self-reliance through skills development in technical trades, livelihood projects, and sustainable food production.
 3. Disaster Risk Management: In collaboration with the PDRRMO, faculty and students will engage in training for disaster preparedness, emergency response, and recovery efforts, ensuring that all activities are in line with local and national standards.
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8. Program Implementation

The following outlines key programs that integrate student learning with community engagement:

BSIS: Local Government Unit Needs for Information Systems

1. Objective: BSIS students will develop IT solutions to address the data and information management needs of the LGUs, including systems for public service delivery, resource management, and local governance.
2. Activities:
 - Development of software for community data management (e.g., census, local health records, etc.)
 - Design and implementation of websites for local government transparency
 - Digital literacy training for local government staff

BSOM: Local Government Office Management Programs

1. Objective: BSOM students will assist in the development and implementation of office management systems in LGU offices, focusing on improving efficiency and services to the community.
2. Activities:
 - Conducting administrative training for LGU personnel
 - Establishing filing systems and office procedures to enhance transparency and service delivery
 - Organizing workshops on effective office management

BTVTED: Literacy Programs

1. Objective: BTVTED students will engage in literacy programs targeting out-of-school youth and adults in underserved areas.
2. Activities:
 - Conducting adult literacy and numeracy classes
 - Organizing community-based learning sessions on financial literacy, health education, etc.
 - Collaborating with local libraries and schools to support learning initiatives

TECH-VOC: Livelihood Programs (HRS & EIM)

1. Objective: Students from Household Services (HRS) and Electrical Installation and Maintenance (EIM) will offer livelihood training to communities, enabling them to improve their skills and income-generating capacity.
2. Activities:
 - Conducting skills training for community members in domestic electrical installation, basic maintenance, and repair work
 - Organizing workshops on food production, processing, and preservation
 - Partnering with local industries for apprenticeships and work-based learning opportunities

9. Monitoring and Evaluation

To ensure the effectiveness and impact of all extension programs, CESO will:

1. Track Program Outcomes: Regular monitoring will be conducted to assess the number of participants, the progress of each program, and the feedback from the community.
2. Feedback Mechanisms: Students, faculty, and community members will be encouraged to provide feedback on the programs to enhance continuous improvement.
3. Reports and Documentation: Annual reports will be submitted to CHED, local government units, and other stakeholders to document the outcomes and impact of extension activities.



PART 2.

Policies and Guidelines on Faculty and Student Community Service Engagement

1. Introduction

As part of Bulacan Polytechnic College's commitment to holistic education, fostering social responsibility, and contributing to community development, both **faculty** and **students** are required to participate in **Community Service Engagement (CSE)** activities. These engagements align with the College's mission to integrate community-oriented programs and projects that address local and national needs, ecological preservation, and socio-economic development.

The **Community Extension Service Office (CESO)** oversees the coordination of all community service activities, ensuring that these efforts support the educational goals of the institution and contribute to sustainable development in the community.

2. Objectives of Community Service Engagement

For Faculty: To integrate teaching, research, and extension services that contribute to societal development and the well-being of the community while fostering the faculty's professional growth and social responsibility.

For Students: To encourage civic engagement and practical learning by involving students in meaningful community service activities that develop their leadership skills, critical thinking, and social awareness.

For the Community: To provide relevant and timely support to local communities, enhancing local governance, ecological preservation, livelihood opportunities, and social welfare.

3. Faculty Community Service Engagement Policy

Policy Overview

1. **Requirement:** Each faculty member is required to complete **two (2) Community Service Engagements per school year**.
2. **Type of Engagement:** Faculty members are encouraged to lead or actively participate in community extension projects, training programs, disaster preparedness initiatives, environmental preservation activities, and other community outreach efforts aligned with the needs of local government units (LGUs) and the College's programs.

Expectations and Responsibilities

1. **Active Involvement:** Faculty should take an active role in organizing and facilitating CSE activities, or mentor students in executing community service programs.

2. **Collaboration with LGUs:** Faculty should work closely with local government units, non-governmental organizations (NGOs), and other stakeholders to design and implement community development projects.
3. **Integration into Teaching:** Faculty members may integrate community service into their academic courses by providing opportunities for students to engage in CSEs as part of their course requirements (e.g., service-learning, research projects).
4. **Participation in Ecological and Social Programs:** Faculty are expected to align their engagements with the **environmental sustainability, disaster management, and livelihood programs** of the College.

Documentation and Reporting

1. **Report Submission:** After each engagement, faculty must submit a **Community Service Report** to CESO detailing the objectives, activities, outcomes, and impact of the engagement. The report should also include photos, videos, and testimonials (if applicable).
2. **Service Hours:** Faculty are required to complete a minimum of **20 hours per community service engagement including the preparation time**.

Assessment and Evaluation

- A. **Performance Evaluation:** Faculty engagement in community service will be evaluated based on the following criteria:
 - Alignment with community needs and college objectives
 - Impact on the community (quantitative and qualitative outcomes)
 - Faculty leadership and initiative
 - Student involvement and learning outcomes
 - B. **Peer Review:** Community service activities will be reviewed by CESO and relevant department heads to ensure the quality and relevance of engagement.
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4. Student Community Service Engagement Policy

Policy Overview

- A. **Requirement:** Each student is required to complete **one (1) Community Service Engagement per school year**.
- B. **Type of Engagement:** Students are expected to participate in community service activities aligned to their program that promote civic responsibility, enhance learning outcomes, and contribute to the well-being of the community. Activities may include environmental initiatives, disaster risk reduction programs, literacy training, and livelihood projects.

Expectations and Responsibilities

- A. **Active Participation:** Students are expected to actively participate in **community service projects** that are designed in partnership with local organizations, including **local government units (LGUs)**, **NGOs**, and **community groups**.
- B. **Learning Objectives:** The community service engagement must be tied to the academic goals of the students' programs, allowing them to apply the skills and knowledge they are learning in their courses. For example:
 - **BSIS** students may develop IT solutions for LGUs.
 - **BSOM** students may assist in office management or organizational skills for LGU offices.
 - **BTVTED** students may be involved in literacy programs and educational outreach.
 - **TECH-VOC students** (HRS & EIM) may participate in livelihood or technical skills development activities.

Documentation and Reporting

1. **Logbook:** Students must maintain a **Community Service Logbook**, which should document the hours worked, activities performed, and any reflections or learnings from the engagement.
2. **Community Service Report:** Students must submit a **Community Service Report** at the end of each school year, outlining their participation in the engagement, lessons learned, and contributions to the community.
3. **Minimum Hours:** Students must complete at least **15 hours** of community service per engagement including preparation.

Assessment and Evaluation

- **Faculty Supervision:** Faculty members serving as community service coordinators will supervise and evaluate the students' participation in community service activities. Assessment will include:
 - Attendance and active involvement in the activity
 - Reflection on the impact of the service provided
 - Feedback from community partners and beneficiaries
- **Community Feedback:** Feedback from the community partners (LGUs, NGOs, etc.) will be used to evaluate the students' effectiveness and contribution to the program.

5. Program Implementation and Support

To support the successful implementation of community service engagements for both faculty and students, the **Community Extension Service Office (CESO)** will:

1. **Coordinate Community Service Activities:** CESO will collaborate with LGUs, NGOs, and other community organizations to identify and prioritize local needs and to design service-learning programs that align with curricular goals.
 2. **Provide Training and Orientation:** Prior to community service engagements, CESO will provide training sessions for both faculty and students on how to effectively participate in community service, focusing on the ethical and practical aspects of outreach work.
 3. **Matching Programs with Academic Requirements:** CESO will ensure that community service engagements are integrated into the course requirements of the students. This may include service-learning credits or as part of internships and practicum activities.
 4. **Facilitate Partnership with LGUs and NGOs:** CESO will serve as the liaison between the College and community organizations, ensuring that engagements are impactful and meet local needs.
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6. Monitoring and Evaluation

- A. **Monitoring:** CESO will monitor ongoing community service engagements through regular communication with faculty, students, and community partners. This ensures that activities are proceeding as planned and that the needs of the community are being met.
 - B. **Evaluation:** Both faculty and student community service projects will be evaluated annually to assess their effectiveness, impact on the community, and alignment with the College's academic goals. This will involve:
 - Reviewing the submitted reports from faculty and students
 - Gathering feedback from community beneficiaries
 - Assessing the quality and quantity of service delivered
-

APPENDICES

APPENDIX 1. Community Extension Service Program Evaluation Form

Bulacan Polytechnic College
Community Extension Service Office (CESO)

PART 1: Program Information

Program Title: _____
(Please provide the title of the community extension service program)

Department/College: _____
(Please indicate the department or academic program involved)

Program Coordinator: _____
(Name of the faculty member or office responsible for the program)

Date of Program Implementation: _____
(Please provide the start and end date of the community service activity)

Location of Program: _____
(Specify the community, barangay, or municipality where the program was implemented)

Target Beneficiaries: _____
(Specify the group(s) served by the program, e.g., local residents, marginalized communities, LGUs, youth, women, etc.)

PART 2: Program Objectives and Activities

1. Were the objectives of the program clearly defined?

☐ Yes

☐ No

If no, please explain: _____

2. To what extent were the program objectives achieved?

(Rate the following from 1 = Not Achieved, to 5 = Fully Achieved)

Objective 1: (Specify objective):

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Objective 2: (Specify objective):

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Objective 3: (Specify objective):

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Please explain the reasons for your rating:

3. Were the activities aligned with the needs of the community?

☐ Yes

☐ No

☐ Partially

If no or partially, please explain:

4. Were there sufficient resources and materials for the implementation of the program?

☐ Yes

☐ No

☐ Somewhat

Please explain:

(Open-ended space for comments)

PART 3: Impact and Outcomes

1. What were the main outcomes of the program?
(Check all that apply)
 - ☐ Improved skills and knowledge of the community
 - ☐ Enhanced community engagement and participation
 - ☐ Increased awareness of environmental sustainability issues
 - ☐ Addressed specific community needs (e.g., livelihood, disaster preparedness, education)
 - ☐ Improved local government processes or services
 - ☐ Other (please specify): _____
2. To what extent did the program address the community's needs?
 - ☐ Fully addressed
 - ☐ Partially addressed
 - ☐ Did not address. Please provide details: _____
3. How would you rate the overall impact of the program on the community?
(Rate the following from 1 = No Impact to 5 = Significant Impact)
Overall Impact:
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Please explain: _____

4. Were there any challenges or issues encountered during the implementation of the program?
 - ☐ Yes
 - ☐ NoIf yes, please explain: _____

PART 4: Student and Faculty Involvement

1. How would you rate the participation of students in the program?
(Rate the following from 1 = Poor to 5 = Excellent)
Student Participation:
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Please explain: _____

2. Were students effectively engaged in the community service activities?
 - ☐ Yes
 - ☐ No
 - ☐ Somewhat. Please explain: _____

3. How would you rate the involvement of faculty in the program?
(Rate the following from 1 = Poor to 5 = Excellent)
Faculty Involvement:
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Please explain: _____

4. Did faculty provide adequate support and guidance to students during the program?
 - ☐ Yes
 - ☐ No
 - ☐ Somewhat. Please explain: _____

PART 5: Program Sustainability and Follow-up

1. Does the program have potential for long-term sustainability?

☐ Yes

☐ No

☐ Undecided. Please explain: _____

2. Are there any recommendations for improving future community service engagements?

(e.g., better planning, more community involvement, improved resource allocation, etc.)

PART 6: Overall Evaluation and Suggestions

1. Overall, how would you rate the success of this community service program?

(Rate from 1 = Very Poor to 5 = Excellent)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Please provide your reasoning: _____

2. Additional Comments or Suggestions for Improving Future Programs

Evaluator Information

Evaluator Name: _____

(Name of person filling out the evaluation form)

Position: _____

(Your position or role in the program)

Date of Evaluation: _____

(Date when the evaluation is being completed)

Thank you for your time and valuable feedback!

Your input is important to improve the effectiveness of our community extension programs and to ensure that future initiatives continue to meet the needs of the community and contribute to the educational development of our students.

APPENDIX 2: Community Feedback Form

Bulacan Polytechnic College
Community Extension Service Programs

PART 1: Program Information

Program Title: _____
(Please provide the title of the community extension service program)

Date of Program Implementation: _____
(Please provide the start and end date of the community service activity)

Location of Program: _____
(Specify the community, barangay, or municipality where the program was implemented)

Target Beneficiaries: _____
(Specify the group(s) served by the program, e.g., local residents, marginalized communities, LGUs, youth, women, etc.)

Type of Program:

- ☐ Livelihood and Skills Development
- ☐ Environmental Sustainability
- ☐ Disaster Risk Reduction
- ☐ Education and Literacy
- ☐ Health and Wellness
- ☐ Others (Please specify): _____

PART 2: Program Effectiveness

1. **How relevant was the program to the needs of the community?**
 - ☐ Very Relevant
 - ☐ Somewhat Relevant
 - ☐ Not Relevant. Please explain: _____
 2. **To what extent did the program meet your expectations?**
 - ☐ Exceeded Expectations
 - ☐ Met Expectations
 - ☐ Did Not Meet Expectations. Please explain: _____
 3. **Was the program content (topics covered, activities conducted) useful for you or your community?**
 - ☐ Very Useful
 - ☐ Somewhat Useful
 - ☐ Not Useful. Please explain: _____
 4. **Was the duration of the program appropriate?**
 - ☐ Too Long
 - ☐ Just Right
 - ☐ Too Short. Please explain: _____
-

PART 3: Program Implementation

1. **How would you rate the organization of the program?**
☐ Excellent
☐ Good
☐ Fair
☐ Poor. Please explain: _____

2. **Were the program facilitators (faculty and students) effective in communicating and engaging with the community?**
☐ Very Effective
☐ Effective
☐ Somewhat Effective
☐ Not Effective. Please explain: _____

3. **Did you feel that your opinions and needs were taken into account during the program?**
☐ Yes
☐ No
☐ Sometimes. Please explain: _____

4. **Were the resources (e.g., materials, equipment) provided during the program sufficient and appropriate?**
☐ Yes
☐ No
☐ Partially. Please explain: _____

PART 4: Program Impact

1. **To what extent do you feel the program benefited you or your community?**
☐ Greatly Benefited
☐ Somewhat Benefited
☐ Did Not Benefit. Please explain: _____

2. **What positive changes, if any, do you think the program has brought to your community?**

3. **Do you feel more equipped to handle the issues or needs addressed by the program (e.g., livelihood, disaster preparedness, etc.)?**
☐ Yes, much more equipped
☐ Yes, somewhat equipped
☐ No, not equipped. Please explain: _____

4. **What specific skills or knowledge have you gained from this program?**

PART 5: Suggestions and Recommendations

1. **What aspects of the program do you think can be improved for future initiatives?**

2. **Are there any additional topics or services you believe should be included in future community extension programs?**

3. **Do you have any other comments or suggestions regarding this program?**

PART 6: Overall Satisfaction

1. **Overall, how satisfied are you with the program?**

- ☐ Very Satisfied
☐ Satisfied
☐ Neutral
☐ Dissatisfied
☐ Very Dissatisfied. *Please explain:*

PART 7: Respondent Information (Optional)

Name: *(Optional)* _____

Barangay/Community: _____

Age: *(Optional)* _____

Gender: *(Optional)*

- ☐ Male
☐ Female
☐ Other
☐ Prefer not to say

Thank you for taking the time to provide valuable feedback!

Your insights are essential for improving the quality and impact of future community extension programs at **Bulacan Polytechnic College**.

This **Community Feedback Form** is designed to gather input from program participants to evaluate the effectiveness, impact, and areas for improvement in the community extension programs conducted by **Bulacan Polytechnic College**. The feedback received will be used to enhance the planning and execution of future initiatives and ensure that the programs continue to meet the needs of the community and contribute to social development.