

WORKING CHECKLIST AND ACCREDITORS' REPORT
(Level IV-Phase 2 Evaluation)

Program: _____

Date held: _____

SUC: _____

Address: _____

3. Community service and the impact of contributions to the economic and social upliftment , on both regional and national levels <u>Review the:</u> a. Extension agenda/programs b. Impact studies of extension programs	3.1	Impact of extension projects as shown by changes in the economic, social and other aspects of life on the beneficiaries		Rating	:		
		a. Show the impact assessment of at least one extension project showing the number of beneficiaries and the changes in their economic, social and other aspects of life.					

		<p>Previous extension activities of the unit, including those focused on anthurium and chrysanthemum production and related technologies, were successfully implemented and delivered to the target beneficiaries. These projects provided technical training, planting materials, production guidance, and capacity-building support intended to improve livelihood opportunities and farming practices.</p> <p>However, a formal impact assessment measuring quantifiable changes in the economic (income levels, productivity, market access), social (community organization, knowledge transfer, gender participation), and other aspects of life of the beneficiaries was not completed. This was due to circumstances beyond the control of the unit, which prevented the systematic collection, analysis, and documentation of post-project outcomes.</p> <p>To address this gap and strengthen future delivery, a new extension proposal has been drafted. The proposal deliberately incorporates all recommendations arising from previous accreditation reviews. It establishes clearer mechanisms for baseline data gathering, continuous monitoring, and post-implementation impact evaluation so that changes in the economic, social, and broader life conditions of beneficiaries can be properly measured, documented, and reported in subsequent cycles.</p>		
	<p>b. Extension Agenda/Programs</p> <p>BSU's extension work is coordinated primarily through the Office of Extension Services (OES) under the Research and Extension sector. The core framework that has guided university-level extension over recent years (documented at least since the 2015 Research and Extension Manual of Operations / REMO) is the 7-point Extension Agenda known as HERALDS++</p> <ol style="list-style-type: none"> 1. Holistic Entrepreneurship & Livelihood Support Services 2. Education & Information Trading 3. Responsive Technology Promotion & Rural Advisory Services 4. Advocacy & Policy Support 5. Linkage, Networking, & Partnership 			

	<p>6. Development Delivery Support & Training Services</p> <p>7. Social & Resiliency Services</p> <p>level, faculty, staff, and students are currently involved in two extension programs: KADWA (Serving Local Communities through Sharing of Knowledge and Technologies in Crop Science) and HORTI EXPRO (Horticulture Research and Training Institute Extension Program). Both programs</p> <p>At the Department are anchored on the University's extension agenda, with project and activity leadership provided by faculty members of the MS Horticulture and PhD Horticulture programs.</p>																											
	<p>b. List of successful extension projects</p> <table><tr><th>No.</th><th>Title of Extension Activity</th><th>Date / Venue</th><th>Participants</th><th>Role of Faculty / Graduate Students</th></tr><tr><td colspan="5">Research Based</td></tr><tr><td>1</td><td>Webinar on Native Plant Species and Traditional Food/Medicines https://shorturl.at/tlHaW</td><td>April 26, 2022 Hybrid (BSU + online)</td><td>Researchers, students, stakeholders</td><td>Extension Activity Consultant: Dr. Darwin A. Basquial Participant: Alma A. Amado as faculty and PhD student Nemie A. Chamolog as staff and PhD student</td></tr><tr><td>2</td><td>Gender Mainstreaming and Skills Training on Plant Propagation of Fruit and Ornamental Plants for Production https://shorturl.at/ZoC30</td><td>May 23, 2023 Everlasting Hall, BSU</td><td>100+ men & women BSU employees, researchers, students, farmers</td><td>Resource Speakers: Dr. Franklin G. Bawang, Alma A. Amado as Faculty and PhD Student</td></tr><tr><td>3</td><td>BSU Technology Caravan in Tublay, Benguet</td><td>December 1, 2023</td><td>144 participants (farmers,</td><td>Technical Resource Speakers</td></tr></table>	No.	Title of Extension Activity	Date / Venue	Participants	Role of Faculty / Graduate Students	Research Based					1	Webinar on Native Plant Species and Traditional Food/Medicines https://shorturl.at/tlHaW	April 26, 2022 Hybrid (BSU + online)	Researchers, students, stakeholders	Extension Activity Consultant: Dr. Darwin A. Basquial Participant: Alma A. Amado as faculty and PhD student Nemie A. Chamolog as staff and PhD student	2	Gender Mainstreaming and Skills Training on Plant Propagation of Fruit and Ornamental Plants for Production https://shorturl.at/ZoC30	May 23, 2023 Everlasting Hall, BSU	100+ men & women BSU employees, researchers, students, farmers	Resource Speakers: Dr. Franklin G. Bawang, Alma A. Amado as Faculty and PhD Student	3	BSU Technology Caravan in Tublay, Benguet	December 1, 2023	144 participants (farmers,	Technical Resource Speakers		
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			https://shorturl.at/1BgiY	Municipal Grounds, Tublay	resource persons, facilitators, guests)	Dr. Leila Mary A. Ayban Ms. Alma A. Amado as Faculty and PhD Student		
		4	Webinar Series: Knowledge Sharing of Crop Management Practices thru Social Media (Rambutan, Quinoa, Poinsettia) https://shorturl.at/KsaC6	November 6-7, 2024 Facebook Live / Zoom	99 faculty, staff, researchers, LGUs, farm households	Extension Activity Consultant Dr. Leila Mary A. Ayban		
		5	Practical Skills Development Training on Conventional Production, Management, Harvesting, Processing, and Micropropagation of Horticultural Crops https://shorturl.at/jYAlh	March 3 – July 11, 2025 Various sites / DMMMSU	Students, future agriculturists, stakeholders	Resource Speakers Dr. Alma A. Amado, Dr. Leila Mary A. Ayban		
		6	Training of Trainers on Postharvest Management of Perishable Horticultural Crops https://shorturl.at/NyEM9	May 13 – June 11, 2025 ATI-CAR & BSU, La Trinidad	Trainers, agricultural extension workers, stakeholders	Resource Speakers Dr. Darwin A. Basquial Dr. Leila Mary A. Ayban		
		7	Hands-on Training on Asexual Propagation of Cacao https://shorturl.at/qYohh	March 28, 2026 Naguey, Atok, Benguet	60 participants (farm households, LGUs, CSOs, IPs, OSY)	Resource Speakers Dr. Alma A. Amado, Ms. Nemie A. Chamollog, as Faculty and PhD student		
		8	Technical Training on Ornamental Plant Tissue Culture Process	May 18-20, 2026	Trainees / laboratory	Resource Speaker Ms. Nemie A. Chamollog, as		

			https://bit.ly/4iEPeyc	Regional Tissue Culture Laboratory, BSU	personnel / stakeholders	Faculty and PhD student		
		9	Technical Advisory and Competency Enhancement Training on Acclimatization and Management of Tissue-Cultured Banana in Sablan https://acesse.one/krk0Uji	May 21, 2026 Poblacion, Sablan, Benguet	Farmers / LGU / beneficiaries	Extension Consultant and Resource Speaker Dr. Jemma Rose M. Kilakil		
		10	Competency Enhancement & Needs Assessment Workshop on Acclimatization & Management of Tissue-Cultured Plantlets https://l1nk.dev/v1EPbbD	April 7, 2026 DAS Hall, BSU	Beneficiaries of DA planting materials program	Resource Speaker Ms. Nemie A. Chamollog as Faculty and PhD student		
		11	Crop Science: A Reinforcement and Enrichment Learning Session https://l1nk.dev/o9xfkTR	October 26, 2025 Benguet State University, AC 315	BSA Graduates	Resource Speaker Dr. Alma A. Amado Dr. Leila Mary A. Ayban Ms. Nemie A. Chamolog as Faculty and PhD Student		
		12	BSU Technology Caravan in Bokod, Benguet https://l1nk.dev/F6Zdtpc	December 5, 2025 Municipal Grounds, Bokod, Benguet	85 participants (farmers, resource persons, facilitators, guests)	Technical Resource Speakers Ms. Alma A. Amado as Faculty and PhD Student		

Skill Based				
1	Skills Training on Edible Landscaping and Containerized Gardening https://l1nk.dev/riCW4Jb	March 10-12, 2021 BSU	Farmers, students, stakeholders	Resource Speaker: Dr. Leila Mary A. Ayban
2	Gender Mainstreaming and Skills Training on Dish Garden and Open Terrarium Making (Bokod & Buguias Campuses) https://acesse.one/t25oZNi	March 30-31, 2022 BSU Buguias & Bokod	Students, faculty, community members	Resource Speaker: Dr. Leila Mary A. Ayban Alma A. Amado as Faculty and PhD student
3	Events Flower Arrangement Skill Enhancement Training https://acesse.one/t25oZNi	November 25, 2023 Alno National High School	41 stakeholders and youth group	Resource Speaker Dr. Leila Mary A. Ayban
4	Skills Training on Close Terrarium Making for Green Job Creation https://l1nk.dev/flhaVJ8	January 16-19, 2024 Quezon City-PESO	Job seekers, PESO beneficiaries, community members	Resource Speaker: Dr. Leila Mary A. Ayban Alma A. Amado as Faculty and PhD Student
5	Events Blossoms: Enhancing your Flower Arrangement Skills. https://acesse.one/RIQfplB	June 20, 2024	Senior Citizens	Resource Speaker Dr. Leila Mary A. Ayban
6	Hands-on Training on Terrarium Making at St. Nino, Ambassador, Tublay https://acesse.one/nylf82L	June 24, 2026 St. Nino Legacy Mine, Tublay	Community members / stakeholders	Resource Speaker Dr. Jemma Rose M. Kilakil Dr. Leila Mary A. Ayban

		<p>c. Impact Studies</p> <p>Although no formal impact studies were conducted, client satisfaction ratings and testimonies from participant beneficiaries are currently available.</p> <p>Testimonies of Selected Beneficiaries</p> <p><i>a. Rogelio Reyes, MCD</i> <i>Public Employment Service Office (PESO) Manager</i> <i>City Government Department Head III</i></p> <p>The skills acquired through the training have improved the living and working environments of participants. Closed terrariums provide attractive, low-maintenance indoor greenery that enhances air quality, softens the look of homes and small offices, and creates a more pleasant atmosphere. Most of the participants applied what they learned resulting in more organized, and aesthetically home spaces.</p> <p>Beyond their individual homes, the activity contributed to the wider community by promoting green job creation among beneficiaries. Participants gained a practical, home-based skill that allows them to produce and sell terrariums, generating additional income while recycling unsaleable bottles. This supports sustainable livelihood opportunities, particularly for different groups including persons with disabilities, out-of-school youth, and farm households.</p> <p>The hands-on process also delivered personal benefits wherein they had described the activity as therapeutic and stress-relieving, offering a creative outlet that helped reduce everyday tension. The had also built confidence and resourcefulness, as shown by their ability to create quality outputs even with limited materials. The constructive feedback that the trainers had shared had refined their techniques and had inspired them to express their desire and interest in related skills such as dish gardening,</p>		
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	<p>flower arrangement, bonsai design, and organic farming indicating stronger readiness to pursue additional green livelihood opportunities.</p> <p><i>May silbi na po ang mga patapon na bote sa lansangan at may gagwin na po ang mga ina at ama habang nag aantay sa mga anak sa child center.</i></p> <p><i>b. Angeline P. Damino</i> <i>Flower Arrangement Trainee</i></p> <p>As one of the beneficiaries who attended the training, I can say it has made a difference in how I look at flowers. The training made me feel supported and encouraged to try new things without pressure.</p> <p>Learning how to arrange flowers had made me look forward to making arrangements that could brighten our house and can even be shared or sold in the community. This has given me a sense of pride and a small way to contribute extra income to our household. It also made me see a way to relax to take my mind off everyday stresses from farm work and family responsibilities.</p> <p>The training also made me somewhat gain confidence and gave me useful creative skills, and making me more interested in learning further techniques such as bouquet making, dish gardening, and flower preservation. It was a positive and engaging experience that I am grateful for.</p> <p><i>Mayat gayam ti sabong nga kitkitan karkaro nu naisimpa</i></p> <p><i>c. Evelyn V. Likigan</i> <i>Landscaping Trainee</i></p> <p>As the lead coordinator of the Training on Appropriate Landscaping Activities for Agro-tourism Parks held on October 2–4, 2024 in Tabuk City,</p>	
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	<p>Kalinga, I am pleased to share the groups impression of the activity and its impact on the park keepers (CENRO staff).</p> <p>The three-day training was practical, focused, and well-received. Through lectures and hands-on sessions, the participants actively assessed and validated agro-tourism sites, identified suitable plants and hardscape structures, and developed clear recommendations for implementation. The team together with the facilitators had developed a close engagement where both parties showed strong interest in applying landscaping principles that combine both softscape (plants) and hardscape elements to enhance the uniqueness to the identified park.</p> <p>The activity had a direct and positive impact on the park keepers. They gained practical skills in planning, designing, and maintaining landscapes specifically suited for agro-tourism. This has strengthened their ability to improve the aesthetic appeal, functionality, and visitor experience of the parks under their care. Many expressed confidences in applying the techniques immediately in their respective areas, which supports better park management, promotes sustainable tourism, and contributes to local economic opportunities while aligning with environmental goals such as land protection and biodiversity. The training equipped the park keepers with useful knowledge and hands-on experience that enhance their daily work and the quality of Tabuk City’s agro-tourism sites.</p> <p><i>Napintas ken na immeng nga kitkitan ti parke nga nalinis ken naitarimaan nga usto.</i></p> <p>d. Nemie A. Chamolog PhD in Horticulture Student</p> <p>As a PhD in Horticulture student, the series of trainings I participated in have significantly strengthened my academic foundation, research perspective, and extension capabilities.</p>		
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	<p>In the academic sense, these activities deepened my practical understanding of core horticultural principles and helped reinforced concepts of plant selection, microclimate management, and container gardening. It also expanded my knowledge of both softscape and hardscape design, site assessment, and the integration of plants with functional structures. Furthermore, the trainings sharpened my skills in design principles, plant compatibility, and aesthetic composition. These hands-on experiences complemented classroom theory and helped me connect scientific concepts to real-world applications more effectively.</p> <p>In terms of research, the trainings provided valuable insights into applied horticulture and community needs. Observing participant responses, challenges in material availability, and the practical outcomes of different techniques generated ideas for potential studies on sustainable plant use, low-cost landscaping materials, and the therapeutic or economic benefits of horticultural activities. The emphasis on Sustainable Development Goals (such as health and well-being, decent work, and land protection) also helped me frame research questions that are both scientifically sound and socially relevant.</p> <p>For extension capabilities, the trainings were especially formative. Facilitating and observing sessions improved my ability to communicate technical knowledge clearly to diverse audiences. I learned how to structure lectures, guide hands-on activities, provide constructive feedback, and adapt content to different skill levels. Seeing the positive responses from stress relief and creative confidence among participants to improved park management skills among staff reinforced the importance of participatory, gender-responsive, and livelihood-oriented extension approaches. These experiences have made me more confident and effective in designing and delivering community-based horticultural programs. Overall, the trainings have enriched my growth as a PhD student by bridging theory, research, and practical extension work. They have strengthened my readiness to contribute</p>	
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	<p>meaningfully to both academic inquiry and community development in horticulture.</p> <p><i>e. Charlotte I. Billy</i> <i>BSA Graduate</i></p> <p>I would like to share my comprehensive impression and the impact of the Crop Science Licensure Examination for Agriculture Review Course on my success in passing the board exam. Coming into the review as someone who had already been out of formal schooling for some time, I initially felt a gap between my practical field knowledge and the detailed theoretical coverage required by the Licensure Examination for Agriculturists. The Crop Science review course bridged that gap effectively. The sessions were well-structured, systematic, and focused on the high-yield topics in crop science, including plant physiology, crop production systems, soil-plant relationships, pest and disease management, and sustainable agricultural practices. The resource persons presented the material in a clear and organized manner, using updated references and practical examples that helped me reconnect academic concepts with real-world applications.</p> <p>The course significantly strengthened my technical foundation. It refreshed and deepened my understanding of core crop science principles that I had not reviewed intensively since my undergraduate years. The targeted discussions, practice questions, and topic prioritization improved my ability to analyze and answer examination-type items accurately and efficiently. The review also sharpened my test-taking strategies, time management, and ability to identify key concepts under pressure—skills that proved essential during the actual licensure examination.</p> <p>Beyond content mastery, the course built my confidence. As a non-fresh graduate, I had concerns about competing with recent graduates</p>	
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	5.3	Quality Assurance Plan	

[illegible]

Level IV – 2

Program

SUC

<u>Recommendation</u>
Enhancement (to be complied with after the award of Level IV)

Recommended Board Action

Award Level IV

Comply with the recommendation/s to be complied with before the award of Level IV

Accreditors