

TEMPLATE OF UNIVERSITY'S INNOVATIVE PROGRAM

(To be used by WURI Foundation for Record-keeping)

Writer's Profile				
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Program Profile				
Program	Program name	Project PUNLA: Developing a Community Extension Program Through Student Research		
	Category	A1		
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<p align="center">School, College, or Headquarters to Which the Case Belongs (Please review the list below and write the corresponding number in the box.)</p>				
From the list below, please enter only one department number between 1 and 22.		19		
<table border="0"> <tr> <td style="vertical-align: top;"> <p>Cross-Cutting & Institutional</p> <p>1. UH – University Headquarters</p> <p>2. AI – Artificial Intelligence & Data Science</p> <p>3. IN – Interdisciplinary & Emerging Fields</p> <p>Professional & Career-Oriented Schools</p> <p>4. BS – Business / Management</p> <p>5. LW – Law</p> <p>6. MD – Medicine</p> <p>7. DS – Dentistry</p> <p>8. NS – Nursing & Health Sciences</p> <p>9. PH – Pharmacy</p> <p>10. PB – Public Health</p> </td> <td style="vertical-align: top;"> <p>Science, Technology & Applied Fields</p> <p>11. EN – Engineering</p> <p>12. CS – Computer Science & Information Technology</p> <p>13. AR – Architecture & Urban Planning</p> <p>14. AG – Agriculture & Life Sciences</p> <p>15. EV – Environmental & Sustainability Studies</p> <p>Humanities, Arts & Social Sciences</p> <p>16. HU – Humanities</p> <p>17. SS – Social Sciences</p> <p>18. ED – Education</p> <p>19. AD – Art & Design</p> <p>20. MU – Music</p> <p>21. PF – Performing Arts (Theatre/Film/Dance)</p> <p>22. DV – Divinity / Theology / Religion</p> </td> </tr> </table>			<p>Cross-Cutting & Institutional</p> <p>1. UH – University Headquarters</p> <p>2. AI – Artificial Intelligence & Data Science</p> <p>3. IN – Interdisciplinary & Emerging Fields</p> <p>Professional & Career-Oriented Schools</p> <p>4. BS – Business / Management</p> <p>5. LW – Law</p> <p>6. MD – Medicine</p> <p>7. DS – Dentistry</p> <p>8. NS – Nursing & Health Sciences</p> <p>9. PH – Pharmacy</p> <p>10. PB – Public Health</p>	<p>Science, Technology & Applied Fields</p> <p>11. EN – Engineering</p> <p>12. CS – Computer Science & Information Technology</p> <p>13. AR – Architecture & Urban Planning</p> <p>14. AG – Agriculture & Life Sciences</p> <p>15. EV – Environmental & Sustainability Studies</p> <p>Humanities, Arts & Social Sciences</p> <p>16. HU – Humanities</p> <p>17. SS – Social Sciences</p> <p>18. ED – Education</p> <p>19. AD – Art & Design</p> <p>20. MU – Music</p> <p>21. PF – Performing Arts (Theatre/Film/Dance)</p> <p>22. DV – Divinity / Theology / Religion</p>
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WURI's Serial Number		(Leave this box blank.)		

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(To be used by Evaluators and Judges for **WURI Ranking 2026)**

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Summary of Program		
Program Name	Project PUNLA: Developing a Community Extension Program Through Student Research	
Category	A1	
Abstract of Program	PUNLA (Tagalog for "Seedling") is one of the College of Education's (CED) best practices, designed to implement community extension programs in its partner communities based on student-led research. The program is structured into three phases: In Phase 1, CED students conduct research to identify the specific needs of the partner communities. In Phase 2, they develop a community extension program directly based on the research findings. Finally, in Phase 3, students conduct an impact study to evaluate the effectiveness of the interventions, measure observable changes in the community, and determine the extent to which the program's objectives have been achieved.	
Details of Program		
Planning		
Objectives	Long-term Goals	To establish the College of Education (CED) as a center of excellence in research, where student-led studies serve as 'seedlings' that grow into impactful community extension programs.
	Short-term Targets	Phase 1: (Completed)- Conduct student-led research that identifies the specific needs of partner communities. Phase 2: (Upcoming)- Develop community extension programs directly informed by the research findings. Phase 3: (Upcoming)- Conduct impact studies to assess the effectiveness of the implemented programs, determine measurable changes in the community, and evaluate how well the interventions addressed the identified needs.
	Rationale	The PUNLA program transforms student-led research into sustainable and impactful community extension initiatives, ensuring interventions meet community needs while fostering students' skills, engagement, and social responsibility.
Subject (Leader)	Initiator(s)	SANGALANG, Evangeline
	Champion(s)	MAMARADLO, Rogelio T.
	Major team member(s)	ANGGOT, Joseph; BLANDO, Conrado; RAMOS, Centry
Environment	Nature/Society	It is shaped by environmental factors, such as weather and geographic accessibility, and societal factors, including community attitudes, cultural

		norms, and resource constraints, all of which can influence research, program implementation, and overall effectiveness.
	Industry/Market	It is influenced by industry and market factors, including resource availability, local economic conditions, and potential partnerships, which can affect the feasibility, scale, and relevance of community extension initiatives.
	Citizen/Government	Citizens support the PUNLA program by actively participating in the research process, sharing community needs, and engaging in extension activities, which strengthens the relevance and effectiveness of the initiatives. The government contributes support through policies, coordination with local officials, and facilitation of community access, helping legitimize and sustain the program's implementation.
Resources	Human resources	CED faculty and students, and individuals from the partner communities.
	Financial resources	The funding for conducting the research will come from the Office of Research, while the implementation of the research as a community extension program will be supported by the Office of Extension.
	Technological resources	In conducting research, the CED provided students with free access to online research resources and digital tools. For the implementation of the research as a community extension program, the College also supplied technological support, including digital platforms for coordination, data collection tools, and multimedia resources for community engagement.
Mechanism	Strategy (Weight/Sequence)	The PUNLA program empowers students to lead research and community extension initiatives (50%), engages partner communities as the program environment (30%), and incorporates impact studies to assess program effectiveness and outcomes (20%).
	Organization	PUNLA fits well within the university's organizational structure. The Office of Research offers funding and guidance for student-led studies, while the Office of Extension manages community partnerships and program implementation. Faculty and administrative support further aid mentorship, skill growth, and access to technological resources, ensuring the program's strategies are carried out effectively.
	Culture	The program is supported by the university's culture of academic excellence, innovation, and community engagement, which fosters student-led research and effective implementation of community initiatives.
Doing		
Launch date		August, 2023-2024
Responsible organization		EARIST-CED & Partner Communities
Program content and process		<p>The PUNLA program is a flagship initiative of the College of Education (CED) that transforms student research into concrete community extension projects. It strengthens students' applied research skills while responding to the needs of partner communities through three key phases.</p> <p>In Phase One, students identify community needs using surveys, interviews, and group discussions under faculty guidance. Phase Two involves the design and implementation of community programs such as educational workshops, health campaigns, environmental projects, and science-based initiatives in collaboration with faculty and community representatives. Phase Three focuses on impact studies that measure the</p>

	<p>effectiveness of the programs and assess the changes that occurred in the community.</p> <p>With the support of CED's digital tools and online resources, PUNLA enhances student competencies, promotes social responsibility, and delivers meaningful and measurable benefits to partner communities.</p>
Key highlights of the content/process	<p>The PUNLA program is based on student-led research that identifies the most urgent needs of partner communities through surveys, interviews, and focus group discussions.</p> <p>These insights guide community- centered interventions in education, health, and science, while impact studies evaluate their effectiveness and long-term outcomes.</p> <p>Structured in three phases— research, program development, and impact evaluation. The program promotes collaboration with faculty, local officials, and community members, supported by digital tools and online resources to ensure that initiatives are relevant, inclusive, and impactful.</p>
Differences from traditional approaches	<p>Before PUNLA, student research was largely academic and communities had limited engagement with the College, with few coordinated interventions or sustainability measures. After implementation, student-led research is translated into targeted community extension programs, using digital tools and stakeholder collaboration to ensure effective, relevant, and sustainable interventions that enhance both student skills and community development.</p>
Progress as of today	<p>Phase One of the PUNLA program has been completed. Next year, the students' research outputs are expected to proceed to Phase Two, where they will be transformed into community extension activities and launched in the College of Education's partner communities. Afterward, Phase Three will follow immediately, conducting an impact study to assess the program's effectiveness.</p>
Problems in implementation	<p>The main challenge faced by the PUNLA program was the limited budget available to successfully carry out Phase 1.</p>
Approaches to solve the problems	<p>To address this challenge, the PUNLA program focused its research on the most urgent needs of the partner communities, ensuring efficient use of available funds. Additionally, the program sought extra funding through partnerships, grants, or community collaborations to support data collection and analysis. Careful planning and cost-effective strategies helped maximize Phase One results despite budget limitations.</p>
Completion date, if completed	<p>Phase 1: Research initiatives undertaken by students enrolled in the Bachelor of Secondary Education (BSED) program, specializing in Mathematics and Science, and the Bachelor of Technology and Livelihood Education (BTLED) program, with concentrations in Industrial Arts (IA) and Home Economics (HE), began in 2023 and were completed in 2024.</p> <p>Phase 2: The completed research outputs were then implemented as community extension programs during the 2024–2025 academic year.</p> <p>Phase 3: Impact assessment studies evaluating the outcomes of these extension programs were carried out in 2025–2026.</p>
Seeing	

Impacts on students	Students improved research, critical thinking, and problem-solving skills while gathering and analyzing data, gaining a deeper understanding of community centered approaches for effective interventions.
Impacts on professors	Professors improved their mentorship and supervision skills, boosted their applied research capacity through student collaboration, and gained insights into effective community engagement that informed their teaching and research.
Impacts on university administration	The administration increased support for student-led research and strengthened partnerships with communities, boosting the university's role in meeting local needs.
Responses from industry/market	Industry and market stakeholders responded positively to the PUNLA program, acknowledging its research-based approach, fostering university-community partnerships, and preparing socially responsible graduates with practical skills.
Responses from citizen/government	Local residents and officials valued the PUNLA program's customized interventions and participatory approach, which enhanced collaboration between the community and university and provided data-driven, practical benefits.
Measurable output (revenues)	Since the program is currently in Phase 1—conducting student-led research to identify the specific needs of partner communities, the revenue generated by these communities cannot yet be determined.
Measurable input (expenses)	This section is overseen by the Department of Research and Department of Extension
Cost-benefit analysis for effectiveness	This section is overseen by the Department of Research and Department of Extension
Future Planning	
Where does the project go from here?	After completing Phase 1, Phase 2 is expected to be carried out, focusing on implementing community programs based on the research findings from Phase 1. This will be followed by Phase 3, which involves conducting impact studies to assess the effectiveness and results of the interventions, ensuring that the programs deliver meaningful and measurable benefits for the partner communities.
Addendum	
Exhibits, pictures, diagrams, etc.	Project PUNLA Research
Reports, mimeos, monographs, books, etc.	Project PUNLA Implementation
Others which may help explain the program (including website links)	