

**THE DEVELOPMENT OF DE LA SALLE UNIVERSITY-DASMARINAS  
FROM 1987-2004: SIGNIFICANT IMPLICATIONS**

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Presented to  
the Faculty of the Graduate School of Education, Arts and Sciences  
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Doctor of Education  
Major in Educational Management

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## **ABSTRACT**

**Name of Institution** : De La Salle University – Dasmariñas  
**Address** : Dasmariñas, Cavite  
**Title** : **The Development of De La Salle University-  
Dasmariñas from 1987- 2004: Significant**

### **Implications**

**Degree** : Doctor of Education  
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### **OBJECTIVES OF THE STUDY:**

The study content-analyzed substantial and available archival documents to trace the development of De La Salle University-Dasmariñas (DLSU-D) from SY 1987-1988 to SY 2003-2004. Specifically content-analyzed were the following:

1. The competence of DLSU-D by looking into the: (a) performance evaluation of administrators, faculty, and staff; (b) performance of students in board and licensure examinations; (c) government agency recognitions; (d) culture of research; (e) library holdings/books and educational media services holdings; (f) administrative services; and (g) physical facilities.
2. The institution's culture by looking into the rites of: (a) passage; (b) enhancement; (c) renewal; and (d) integration.

3. The commitment of stakeholders by looking into the: (a) vision-mission; (b) length of service to the University and (c) institutional linkages.

4. The school climate whether it is open, engaged, closed or disengaged by looking into its: (a) minutes of meetings; (b) communications; (c) newsettes; (d) reports and (e) journals.

5. The community service rendered by the institution by looking into its: (a) structure, (b) programs and (c) extent of service.

### **Methodology:**

The study made use of the descriptive content analysis method of research which is qualitative in nature. In the course of the undertaking, unstructured/open ended interviews and naturalistic observations were utilized. The method, along with the said techniques, yielded qualitative descriptions of DLSU-D's development from SY 1987-1988 to SY 2003-2004. The data covered 16 years of development divided into two (2) periods namely: transition (SY 1987-1988 to SY 1994-1995) and transformation (SY 1995-1996 to SY 2003-2004).

Finally, the study employed descriptive statistical measures, like simple frequency count, percentage, and mean ratings. Validated rubrics were also utilized for the objective descriptions of three variables: competence, communication and community.

## Summary of Findings

1. Administrators during the transition period had the following performance evaluation ratings: 3.89 (SY 1988-1989); 3.70 (SY 1989-1990); 3.74 (SY 1990-1991); 3.71 (SY 1991-1992); and 4.04 (SY 1992-1993). All were verbally interpreted as Above Average.

2. The faculty members had the following performance evaluation ratings: 4.07 (SY 1988-1989); 4.14 (SY 1989-1990); 4.16 (SY 1991-1992); 4.11 (SY 1992-1993); 4.08 (SY 1993-1994); and 4.19 (SY 1994-1995). All were verbally interpreted as Above Average. Findings also revealed that there was an absence of archival data during the SY 1987-1988 and SY 1994-1995.

3. The performance evaluation ratings of the support staff were found to be Above Average, as revealed by the following ratings: 3.81 (SY 1988-1989); 4.07 (SY 1991-1992); 4.09 (SY 1992-1993); 4.10 (SY 1993-1994); and 4.13 (SY 1994-1995). There were three school years with no archival data, SYs 1987-1988, 1989-1990 and 1990-1991.

4. The administrators' performance evaluation ratings signified Above Average performance. The ratings are as follows: 3.89 (SY 1995-1996); 4.09 (SY 1996-1997); 4.01 (SY 1997-1998); 4.05 (SY 1998-1999); no archival data for SY 1999-2000; 4.22 (SY 2000-2001); and 4.17 (SY 2003-2004).

5. The faculty members had the following performance evaluation ratings: 4.14 (SYs 1995-1996 and 1996-1997); 4.07 (SY 1997-1998); 4.01

(SY 1998-1999); 4.03 (SY 2000-2001); 4.10 (SY 1999-2000); 4.05 (SY 2001-2002); 4.06 (SY 2002-2003); and 4.08 (SY 2003-2004), all verbally interpreted to be Above Average.

6. The performance evaluation ratings of the support staff were found to be Above Average, as revealed by the following ratings: 4.16 (SY 1995-1996); 4.17 (SY 1996-1997); 4.16 (SY 1997-1998); 4.11 (SY 1998-1999); and 4.12 (SY 1999-2000); 4.28 (SY 2000-2001); 4.34 (SY 2001-2002); 4.48 (SY 2002-2003); and 4.45 (SY 2003-2004).

7. The institutional passing percentage of LET for graduates of Bachelor of Elementary Education (BEE) ranged from 41.18% to 73.91%, while the national passing percentage ranged from 21.72% to 35.32%. Analyzing both ratings reveals a 43.03 % average rating in LET, which means Occasionally Proven Competent based on the rubrics on competence and the graduates of Bachelor of Secondary Education (BSE) LET ratings ranged from 46.43% to 83.30%, equivalent to an average rating of 64.87% which means Usually Proven Competent.

8. Data on LECPA passers reveal that passers of the Institutional Level rank higher than those of the National Level, ranging from 24.07% to 31.25% for the former and 16.80% to 18.48 for the latter from 1998-2000. The average was 22.65%, meaning Seldom Proven Competent. Data significantly improved in 2003, ranging from 60.00 % to 58.82%, over the average 59.11% in the Institutional Level, which meant Usually Proven

Competent, while the National Level average is 19.36%, verbally interpreted as Seldom Proven Competent.

9. Criminology board passers in the Institutional Level ranged from 50.22% to 87.50%. Taking the average of the two previous data reveals an average rating of 68.86%, verbally interpreted as Usually Proven Competent, while the National Level ratings ranged from 42.30% to 46.74% for an average of 44.52%, verbally interpreted as Occasionally Proven Competent.

10. The institutional passing percentage of Nursing ranged from 54.54% to 95.83% during the transition period and 58.33% to 95.76% during the transformation period while in the National Level, it ranged from 55.77% to 64.16% during the transition period and 48.85% to 61.33% during the transformation period.

11. Midwifery passers in the Institutional Level ranged from 0 to 100% during the transition period and 33.33% to 93.75% during the transformation period while in the National Level, it ranged from 45.20% to 61.80% during the transition period and from 51.00% to 59.60%.

12. The Institutional passing percentage of Radiologic Technology ranged from 28.20% to 46.67% during transition period and 27.28% to 39.29% in the National Level.

13. There were 5 academic programs offered by the College of Business Administration (CBA), and 4 programs for the College of Engineering and Technology (CET) during the transition period.

14. During the transformation period, 7 academic programs were offered by the Graduate School of Education, Arts and Sciences (GSEAS), 5 academic programs by the College of Science (COS), while the College of Liberal Arts (CLA), College of International Hospitality (CIH), and College of Engineering and Technology (CET) offered 3 academic programs each. There were 49 academic programs offered in the transition and transformation periods.

15. There were 29 faculty or 27.88% who served the institution for 10 years and 5 years in SY 1987-1988, 27 or 25.96% in SY 1992-1993 and 26 employees or 25% in SY 1994-1995 while, the least was 1 or 0.96% in SY 1991-1992 during the transition period.

16. The long service awardees for 15 years of service were 5 or 31.25% in SY 2002-2003; 4 or 25% in SY 2003-2004 and SY 1997-1998 while the least was 3 or 18.75% in SY 1999-2000. There were also 20-year long service awardees: 4 or 57.14% in SY 2002-2003, 2 or 28.57% in SY 1999-2000 and 1 in 1997-1998. It can be noted that there was 1 or 100% 25-year awardee in SY 2003-2004.

17. There were faculty members who received external recognitions like the Gawad Parangal, Presidential Awards, Natatanging Guro na Filipino 2002, 2001 PICPA Accounting Teacher of the Year, Finalist: MetroBank Foundation Outstanding Teacher and others.

18. During the transition period there were 13 recipients of the 5-year Long Service Award in SY 1993-1994, 9 in SY 1994-1995, 1 for 10-year LSA in SY 1993-1994 and 2 in SY 1994-1995. There were 4 were given the Long Service Award for 15 years of continuous service. Of the 29 support staff awardees in SY 1994-1995, 15 and 14 were awarded in SY 1993-1994.

19. During the transformation period, there were 109 Long Service Awardees (LSA) for 5 years. There were 3 school years with big numbers of awardees: SY 1997-1998 with 19; SY 2003-2004 with 17 and SY 1999-2000 with 16. The least was in SYs 1995-1996 and 2002-2003, which had 6 and 7 respectively. On the other hand, out of 94 LSAs for 10 years, there were 19 in SY 2002-2003; 15 in SY 2001-2002 and 13 in SY 1998-1999, while the least was in SYs 1995-1996 and 1996-1997, which both had 3 and there were 33 Long Service Awardees for 15 years. There were thirteen in SY 2003-2004; 7 in SY 2002-2003 and 6 in SY 1997-1998, while the least number of awardees was in SYs 1996-1997, 1998-1999, 1999-2000 and 2000-2001 with only 1 recipient. Awardees for 20-year long service were 6 in SY 1997-1998; 4 in SY 1999-2000; 5 in SY 2001-2002; 13 in SY 2002-2003 and 1 in SY 2003-2004. During this period, there were 265 recipients of the Long Service Award.

20. There was no archival data on students' academic recognitions and awards from SYs 1995-1996 to SY 1999-2000. Tangible documents on



student recognitions and awards started only from SY 2000-2001 onwards. There were 34 academic awards received from SYs 2000-2001 to 2003-2004; 6 or 17.65% (SY 2000); 4 or 11.76% (SY 2001-2002) and 12 or 35.29% (for both SYs 2002-2003 and 2003-2004).

21. For non-academic recognitions, data show that DLSU-D students excelled in SY 2000-2001 and SY 2001-2002; 23 or 46.94% and 12 or 24.49%, respectively. There was a notable decrease during the latter years; 8 or 16.33% (SY 2002-2003) and 6 or 12.2% (SY 2003-2004).

22. There were three types of research work engaged in by DLSU-D faculty members: Applied, Basic and Institutional Material Development. More faculty members developed instructional materials as their research work: 119 or 58.91%; 52 or 25.74% for basic research and 31 or 15.35% for applied research.

23. The number of faculty members involved in research only amounted to 10% in basic research and 35% in applied research. Comparing these findings to established rubrics, the faculty were found to be in the level of Occasionally Proven Competent and Usually Competent in instructional material development reflected by 41.67%.

24. There were about 19,220 titles and 24,338 volumes for a total of 43,558 of book acquisitions from SY 1997-1998 to the first semester of SY 2003-2004. Data shows an average of almost 2,000 book titles and 3,000

volumes acquired by DLSU-D every year. And by December 2003, there were 34,427 book titles and 49, 457 volumes.

25. There are 2,019 specimens of EMS available to students. Classified as audio and Beta tapes, charts kits, 12-inch albums, maps, slides, transparencies, videos and video compact disks.

26. The Services Office is supervised by the Executive Director who monitors the various activities of the following administrative units: Human Resource Office, School Clinic, Environmental Resource Management Office, Physical Facilities Office, Purchasing Office, Warehouse Office, Materials Reproduction Office, Dormitory Department, Security Office, Housekeeping Department and Grounds Department and the Transportation Department.

27. The first clinic during the transition period was put up in the SY 1988-1989. And towards the end of SY 1994-1995, there were 2 clinics, 1 nurse, 1 doctor and 1 dentist.

28. There were three school clinics during the transformation period, 2 doctors, 1 dentist and 4 nurses.

29. Data revealed that from SY 1987-1988 to SY 1991-1992 there were 8 dormitories with only 1 matron. From 258 occupants it increased to 265. The number of occupants increased annually. From SY 1993-1994 to SY 1994-1995, there were 10 dormitory buildings with 321 and 327 occupants.

30. During the transformation period, the administration hired an additional matron to take care of 333 to 365 occupants. As enrolment increased, more dormitory units were needed. Towards the end of the period, 11 dormitories were constructed.

31. During the transition period, the transportation department, DLSU-D had 2 buses, 7 light vehicles and 7 drivers while during the transformation period there were 9 light vehicles, 2 buses and 9 drivers.

32. DLSU-D started with 21 buildings, 37 classrooms, 29 offices and 13 laboratories in SY 1987-1988. This increased to 26 buildings, 50 classrooms, 34 offices and 30 laboratories in SY 1994-1995.

33. During the transition period it had 26 buildings, 65 classrooms, 35 offices and 35 laboratories in SY 1995-1996. In SY 2003-2004, there were already 30 buildings, 107 classrooms, 40 offices and 61 laboratories. The increase in Physical Facilities was in the ratio of 70% for buildings, 354% for classrooms, 72% for offices and 213% for laboratories, respectively.

34. There was an absence of data in SY 1987-1988. Tabular data further indicates that the number of faculty has increased significantly over the years from 134 in SY 1988-1999 to 333. In SY 1994-1995 faculty members with MA and MS units ranged from 49 (36.56%) to 163 (48.95%). The number of faculty with EdD/PhD units increased from 17 (12.67%) to 20 (6.00%) and those with EdD/PhD degrees grew from 6 (4.55%) to 17 (5.11%). The frequency under each classification increased progressively

from 78 (22.94%, BS); 139 (40.88%, with MA/MS units); 77 (22.85% MA/MS); 33 (9.70% with EdD/PhD units); and 13 (3.82%, EdD/PhD in SY 1995-1996 to 106 (14.40% BS); 239 (32.47%, with MA/MS units); 170 (23.10%, MA/MS); 142 (19.29%, with EdD/PhD) in SY 2003-2004, respectively. There were no archival data on the rites of enhancement from SY1987-1988 to SY 1990-1991. School year 1992-1993 marked an increase by almost half (90) of the administrators/faculty and there were 86 administrators/faculty who were promoted to higher ranks. In SY 1994-1995, 100 administrators were promoted.

35. There were 80 faculty members promoted in SY 1995-1996 and this increased to 135 faculty promoted in SY 1998-1999. It further increased in SY 2003-2004 with 220 faculty members promoted.

36. There were 56 or 90.32% support staff recipients of merit promotion during the transformation period.

37. During the transformation period, 68 in-service training programs were attended by DLSU-D faculty: 1 (SY 1995-1996); 6 (SY 1996-1997); 10 (SY 1997-1998); 9 (SY 1998-1999); 11 (SY 1999-2000); 10 (SY 2000-2001); 6 (SY 2001-2002); 8 (SY 2002-2003); and 7 or 10.29 (SY 2003-2004).

38. During the transformation period, there were 27 in-service programs attended by support staff: 3 (SY 1997-1998); 4 (SY 1998-1999); 8

(SY 1999-2000); 3 (SY 2000-2001); no archival data (SY 2001-2002); 5 (SY 2002-2003); and 4 (SY 2003-2004).

39. During the transformation period, student leaders attended 45 Institutional Seminars: 6 (SY 1999-2000); 9 (SY 2000-2001); 7 (SY 2001-2002); 10 (SY 2002-2003); and 13 (SY 2003-2004).

40. There were 82 /faculty who attended the Lasallian Family Seminar in SY 1997-1998. Every school year, number of attendees increased. In SY 2003-2004, 86 faculty were able to finish 13 modules while for 42 support staff completed 17 modules.

41. Different student organization officers, varsity players, college council officers, graduate students and freshmen students attended formation seminars during the transformation period.

42. Reframing of DLSU- Aguinaldo's vision-mission started in September 5, 1994 through deliberate sectoral consultations on the framed vision mission of DLSU-System. The new vision meeting was ratified on December 10, 1994. The DLSU-System being a resource of the church and nation in the process of social transformation was highlighted. It aimed for excellence in education research and community service and the values of religio, mores et cultura.

43. There was an objective deliberation on the Vision-Mission of DLSU-System during the transformation period. From a three-paragraph vision mission, it became 4 paragraphs. The final draft shows that members

of the system must achieve its focus on becoming a patent educational resource at the service of church and nation with a shared mission of realizing human and Christian education inspired by the values *religio, mores et cultura* and the charism of its founder St. John Baptist De La Salle.

44. Reframing continued from the Mission-Statement of DLSU- Emilio Aguinaldo College to De La Salle University- Aguinaldo and onto De La Salle – Dasmariñas. Highlighted in the documents was the vision of this Filipino Catholic University, managed by the De La Salle Brothers in the historic province of Cavite responding to the need of the community for human and Christian education particularly the youth at risk and guided by the Lasallian values of *religio, mores et cultura*.

45. During the transition period, 12 faculty served the University from 1 to 5 years and 6 served for 6 to 10 years in SY 1988-1989. In SY 1988-1989, 2 served for 11 –15 years, 17 served for 1 to 5 years and 8 served for 6 to 10 years.

46. During the transformation period, there were 199 DLSU-D administrators/faculty who served for 1 to 5 years, 37 for 11 to 15 years and only 4 served the University for 16 to 20 years during the SY 1995-1996. In SY 1996-1997, out of the 291 faculty, 230 served for 1 to 5 years, 48 for 6 to 10 years, 8, for 11 to 15 years and 5, for 16 to 20 years.

47. In SY 1987-1988, 44 support staff served for 1 to 5 years and 20 for 6 to 10 years. In SY 1988-1989, 35 support staff served for 1 to 5 years,

15 for 6 to 10 years and 10, for 11 to 15 years. In SY 1989-1990, 72 support staff served the institution for 1 to 5 years, 42, for 6 to 10 years, while in SY 1994-1995 7 support staff served for 16 to 20 years and 9 served for 16 to 20 years in SY 1993-1994.

48. During the transformation period, 76 support staff tendered service to the university for 1 to 5 years; 47 for 6 to 10 years, 11 for 11 to 15 years and 12 for 16 to 20 years in SY 1995-1996. In SY 1997-1998 to 2000-2001 the number of support staff who served for 6 to 10 years and 11 to 15 years gradually increased. There were 3 support staff who received the long service award for 21 to 25 years.

49. DLSU-D had 270 institutional/ local and foreign linkages as of May 2004. Based on the documents, some of these linkages already existed during the transition and transformation periods.

50. There were open lines of communication in Board of Trustees, President's Council, Academic Council, Administrative Council, Operation's Council, Chair's Forum, Collegiate, and Departmental meetings during the transition and transformation periods as evidenced by the interactions, discussions, suggestions, opinions and the like, raised during the said meetings.

51. Vertical and horizontal correspondence or communications like memoranda from authority<sup>1</sup> to subordinates, unit offices like chairs to chairs and others revealed an open line of communications.

52. The DLSU-D Newsette is the official weekly institutional newsletter published by the DLSU-D communication office. Started in 1991, it has been an effective tool for regularly communicating announcements, event and important news to all DLSU-D stakeholders. The publication documents all noteworthy activities and milestones of DLSU-D during the transition and transformation periods.

53. There were open lines of communication in the University's Mid-Year, Year-End and President' Reports prepared bi-annually and annually by respective member Schools or Universities of DLSU System. These summarize the accomplishments, breakthroughs, new records, innovations that enhance quality educations and the infrastructure projects and developments in various universities in the System meaningfully participated in by the different personalities of the System Schools.

54. DLSU-D published the following journals during the transition and transformation periods: Graduate School Journal (formerly KAMALAYAN), SINAG (the University Journal), De La Salle Management Review (formerly The Journal of Business for CBA and GSB), Paradimo (for the College of Liberal Arts), AYON and A Piece of Educ (for the College of Education). There were colleges in the University without official journals like College of Science (COS); College of Law Enforcement (CLE); College of Engineering and Technology (CET); and College of International Hospitality Management (CIHM).



55. The LCDC activities are NSTP, CWTS, YES, Student Volunteers, Lasallian Volunteers, Youth Organization Program, Pastoral Formation Program, SPREAD Scholars, Sociopolitical Advocacy, Children Advocacy, Environmental Advocacy, Save a Life, Save a Soul, Blood Donation Program and Emergency Fund and Referral Services, Hatid Aral Program, Balik Aral Program, Tutorial Program, Program for Abused Children, Street Children, Economic Advocacy, Disaster Preparedness, Health Information Campaign, Community Clinic, Cancer Care Program, People with Disabilities (Deaf) and Elderly Care Program. Overall analysis of this area has shown willingness to engage in community service.

### **Conclusions**

1. The administrators, faculty and support staff had Above Average performance ratings during the transition and transformation periods.
2. Institutional and national passing rate in Licensure and Board Examinations like LET, LECPA, and Criminology improved due to the scholarly performance of students.
3. DLSU-D students excelled better in non-academic competitions, than academic ones. There were a total of 49 academic programs offered during the transition and transformation periods.
4. DLSU-D administrators and faculty were found to be dedicated and committed to service and loyal, as reflected by the long service awards given during the transition and transformation periods.

5. The number of long service awardees given during the transformation period progressively increased, implying that administrators and faculty stayed committed to service.

6. The University is still developing/nurturing a culture of research.

7. More faculty members were engaged in instructional material development than basic or applied research.

8. The library holdings or total book collections increased every year.

9. DLSU-D placed emphasis on the need to invest on Educational Media Services (EMS) holdings to provide to quality education to students.

10. The number of buildings, classrooms, offices and laboratories of DLSU-D increased dramatically in the transition and transformation periods.

11. The desire of faculty members to obtain graduate degrees was evident proven by the increasing number of faculty with MA, MS and EdD or PhD units and degrees.

12. There was a marked increase in the number of faculty promoted from their previous ranks/classes during the transition and transformation periods.

13. The faculty, support staff and student staff development programs of the University progressively increased during the transformation periods.

14. All sectors in the academic community were enjoined to attend Lasallian Formation Seminar/ Modules.

15. The reframing of the Vision Mission of the DLSU- System underwent deliberate sectoral consultations and involved the participation of the different member schools of the system.

16. The revision of the DLSU-D Vision Mission went through consultative process and the active participation of the academic community.

17. Open lines of communications existing in the DLSU-D manifest an open system of organization where everybody could take part through a deliberate process, their hopes/ aspirations for the University.

18. There was an increasing number of administrators, faculty and support staff who were recipients of the Long Service Awards.

19. The commitment to service and high work morale of the administrators, faculty and support staff were evident and palpable.

20. DLSU-D had a good number of institutional/local/foreign or international linkages.

21. There were open lines of communications during DLSU-D meetings.

22. There were open lines of communication reflected from written correspondences in the University.

23. DLSU-D had the Newsette/ weekly publications during the transition and transformation periods.

24. There were open lines of communication in Mid-Year and Year End Reports as well as President's Report.

25. There were colleges in the University with regular journals/publications.

26. DLSU-D rendered community service outside the University through the Lasallian Community Development Center (LCDC) through varied programs and activities.

### **Recommendations**

1. The administrators, faculty, and support staff should explore the possibility of raising the level of their performance to Outstanding or Excellent Level.

2. The preparatory and professional preparations and trainings of students in the different colleges with programs applying for Licensure/ Board Examinations should be strengthened and reinforced to better prepare them for board examinations.

3. The College of Criminology and Public Safety (CLEAPS) should explore the possibility of conducting Review Classes for graduating students in preparation for licensure examinations/ board examinations.

4. The administration should conduct curricular review to update course offerings of the University to come up with quality, excellent and relevant programs.

5. The Administration of DLSU-D should continue supporting the academic and non-academic activities participated by students to enhance students' growth and development.

6. DLSU-D should continue its practice of recognizing employees who have served the institution dedicatedly and committedly.

7. The culture of research should be continuously nurtured and the office concerned must devise ways and strategies to encourage administrators, and faculty to engage actively in research undertakings not because of incentives but the desire to improve themselves and most importantly to elevate the level of instructional leadership and improve classroom instruction.

8. A Quality Assessment Team might be created to screen instructional materials development outputs of the faculty members to ensure quality instructional learning materials to be used by students.

9. The Library and Educational Media Services (EMS) should be continuously updated to provide relevant references and instructional materials for students.

10. In the event of the continuous expansion of the physical facilities of the University, the Physical Facilities Office should effectively implement the preventive/scheduled and breakdown maintenance procedure.

11. Strict implementation for completion of advanced/ graduate and post graduate studies should be imposed on administrators/faculty members to maintain a strong University with a pool of academically qualified administrators and instructors.

12. The administration should continue encouraging/inspiring potential employees to perform better in their designated posts/ responsibilities.

13. The Faculty Development Program and Support Development program of the University should continuously provide enriching in-service training seminars and workshops to elevate the quality of work performance of employees.

14. The Administration through the University Lasallian Family Office should strictly require/enjoin employees to finish their formation modules and if only possible, devise a strategy to monitor how the employees manifest through their actions the vision mission of the founder, Saint John Baptist De La Salle.

15. The DLSU System and DLSU-D should continue the practice of consultative deliberations and deliberate structure of decision-making process among the member schools of the System and sectoral groups for DLSU-D. The open lines of communication indicate an open system of organization with shared values, beliefs and aspirations.

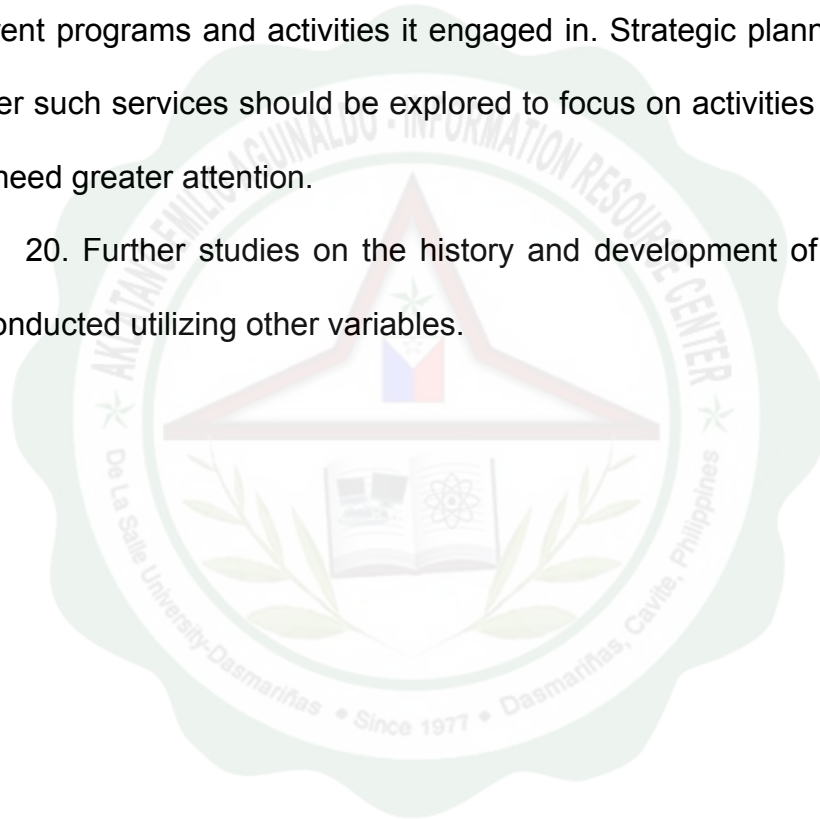
16. Explore the possibility of increasing the number of international linkages of the University and activate other local and national linkages.

17. Weekly publications like newsettes, should continue informing the academic community as well as concerned schools/offices of the events and activities that would firm up the reputation of the institution.

18. Other colleges in the University should include journal publications in their research agenda.

19. The Administration through Lasallian Community Development Center (LCDC) should continue its mission to reach out to its neighboring communities. The Center should take into consideration the extent of the different programs and activities it engaged in. Strategic planning on how to deliver such services should be explored to focus on activities and programs that need greater attention.

20. Further studies on the history and development of DLSU-D may be conducted utilizing other variables.



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