

An Evaluation of Community Outreach Services of Emilio Aguinaldo College – Cavite: Towards a Five-Year Development Plan

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Abstract: Conducting community services is about building rapport, relationship, and linkages to the community. Since service is one of the core values of EAC-Cavite, it is very significant that the neighboring community shall benefit from the community outreach programs conducted by its various schools or departments. This study focuses on the evaluation of the outreach programs of EAC-Cavite in Bgry. San Agustin, Dasmariñas, Cavite. It uses the qualitative-descriptive method of research utilizing the survey questionnaire, observation, and impact evaluation approach. The results of the study revealed that 48% of the respondents were very satisfied, 33% were satisfied, and 6% were somewhat satisfied in the programs. On the other hand, there were also some problems encountered by the proponents during the actual conduct of these programs, thus, these inspired the researchers to come up with a 5-year development plan to improve the services and its program of activities. It is therefore recommended to continue to move on and reach out for the sustainable development of the community focusing more on the areas of education, health, environment, and socio-economic development. Finally, every program should be evaluated immediately to find out its strengths and weaknesses and to address all the problems encountered before, during, and after the activity using the impact evaluation approach.

Keywords: Outreach program, Evaluation, Development Plan, Service, Core Values.

1. Introduction

Service is one of the primary concerns of Emilio Aguinaldo College – Cavite, and it is also part of its core values which states, “Virtue, Excellence, and Service.” EAC believes that community development is an appropriate way for the school to address social needs, and an established institution like EAC has a special responsibility to serve the people. The researchers believe that conducting community services build rapport, relationships, linkages, and camaraderie in its neighboring community. As stipulated in

CHED Memorandum Order No. 52, s. 2016, “An Act Creating the CHED,” which emphasizes on research, development, innovation, and extension in pursuit of inclusive social and economic development, EAC-C is one of the higher education institutions in Calabarzon area which devotes its services to the community. However, Philippine communities have shown distinctive riches in a variety of fields such as the Higher Education extension or applied research, establishing structured partnerships with community and to integrate

formal research and innovation efforts with informal grassroots and innovation [1]. Overall, the commission believes that higher education institutions in the Philippines can possibly hurdle these challenges and likewise affirm the value of collaboration in terms of research, innovation, or extension.

In Emilio Aguinaldo College, it envisions itself as an internationally recognized autonomous academic institution rooted in its nationalist tradition that consistently pursues advancement and welfare of humanity. Its mission is to provide an outcomes-based education with relevant curricula geared towards excellent research, active industry cooperation and sustainable community extension [2]. The institution has its 14 schools. Each of these schools contributes to the community outreach services in various barangays in Cavite. However, its education, health, environment,

and socio-economic programs have been implemented in Brgy. San Agustin, Dasmaringas, Cavite since 2015. This involvement resulted in a stronger linkage between the institution and the community. Getting assistance from various schools/departments in EAC-Cavite was then easy because it was well-coordinated and collaborated upon by OELCO. This act of kindness and cooperation was instilled in the hearts of Emilians for its purpose and mission is to help the people in barangay to be developed in the four aspects of extension services. EAC's extension program indicates the need for more professionals in the field and the broad scope of possible community action. Mainly, these programs benefitted the children and adults of the community. As an institution of higher learning, the outreach programs of EAC-Cavite include the following, to wit:

Table 1. Outreach Program of Activities Conducted at Brgy. San Agustin, Dasmaringas, Cavite

Program of Activities	Year of Implementation	Focus and Objective
1. Reading and Writing Skills	2015-2018	➤ To put into practice the learning gained by the BEED students in teaching reading and writing skills to children of the community.
2. Turning Over of Books for children	2015-2018	➤ To share books that they have used as references.
3. Library Outreach Program	2015-2018	<ul style="list-style-type: none"> ➤ To promote the love of reading and comprehension. ➤ To train proper hygiene for children at an early age through reading.
4. Christmas Gift-giving for Children	2015-2018	➤ To encourage the entire EAC-C community to support the practice of giving gifts as we share our blessings through donations.
5. Mental Health Week	2015-2018	<ul style="list-style-type: none"> ➤ The activity aims to promote a better understanding of mental health to the public. ➤ To promote individual's mental health literacy, thus reducing stigma.

6. Nutrition Month Celebration	2015-2018	<ul style="list-style-type: none"> ➤ Encourage students and employees of EAC to be fully supportive on the campaign or the promotion of health lifestyle. ➤ Consumer must be informed about the nutritional values of the food they consume. ➤ Nutritious foods should be accessible and affordable, promotes exercise and other physical activities in order to prevent being overweight that may result in diseases like Diabetes Mellitus, Hypertension and Cardio Vascular Diseases.
7. A Healthy Family: The Core of a Healthy Community	2015-2018	<ul style="list-style-type: none"> ➤ To educate the parents on the importance of family planning in raising a healthy and well-supported family. ➤ To teach children ages 3-5 years old the importance of hand washing to prevent common illness. ➤ To cultivate the knowledge of the families regarding proper nutrition considering the health needs of each member.
8. Health Education Program	2015-2018	<ul style="list-style-type: none"> ➤ To share knowledge and awareness about the importance of health.
9. Mother and Child Class Oral and Dental Health Care	2015-2018	<ul style="list-style-type: none"> ➤ To be able to bring to young mothers and pregnant women and their children the knowledge and awareness of good oral hygiene practices starting from the young to adulthood and the role of Nutrition in Oral Health among young children and unborn babies too. ➤ To expose the dentistry students to the community for its dental needs. ➤ To provide experiential learning to get involved the dentistry students leading to the development of better communication skills, application of knowledge of oral hygiene and nutrition, by sharing these to the adopted community/participants, develop confidence in their capabilities, and hone leadership potential among themselves in the service of the community.
10. Operation Tuli	2015-2018	<ul style="list-style-type: none"> ➤ To provide this kind of medical service to some indigent young constituents of the barangay as this time of the years is the

		season of circumcision.
11. Waste Management and Awareness	2015-2018	<ul style="list-style-type: none"> ➤ To inform the barangay about the proper way of waste disposal. ➤ To give them a new perspective on their waste (recycling) ➤ To help maintain the cleanliness of the community.
12. Leadership Training Seminar and Teambuilding Workshop for Brgy. Officials and Selected Homeowners	2015-2018	<ul style="list-style-type: none"> ➤ To enjoin faculty and students through the SOE Student Council in a worthwhile Team building Workshop enjoining the Community Households of the Barangay.
13. Lecture on Human Rights	2015-2018	<ul style="list-style-type: none"> ➤ To share knowledge and awareness the rights as a human and their limitations.
14. Stress Management Training Workshop	2015-2018	<ul style="list-style-type: none"> ➤ Describe different kinds of stress and their effects. ➤ Identify stressors. ➤ Use and explain ways to manage or cope with stress.
15. PC Trouble Shooting and Repair	2015-2018	<ul style="list-style-type: none"> ➤ The participants will learn intermediate knowledge and skills in computer technology. ➤ To help them to find jobs and ability to succeed in entrepreneurial pursuits.

The 15 programs were conducted in the adopted barangay through the efforts of OELCO, faculty, staff, Deans, Heads, students and EAC Alumni of every department. This explains that the EAC-C is enthused to serve its community with their goal in mind to become productive citizens of this country. It is believed that the revitalization and survival of communities lies in creating and sustaining collaborative partnerships with schools [3]. However, building strong partnerships is not easy, therefore providing extended help or assistance requires a shared vision about the importance of community building and the school's role in supporting long-term communitywide change. The services offered from 2015 to 2018 did not only focus on

education but also on leadership, medical mission, and psychological and emotional balance of individuals, and others. The main researcher, who is the proponent of these programs, together with her co-researcher, worked hand in hand to evaluate the above programs and services to better improve the community programs through this study. For them, community is significant in the lives of higher education institutions to understand the people in the community and to improve its previous outreach programs by establishing a Five-year Development Plan.

2. Review of Related Literature

The researchers have found some related literatures in this study as outlined in the table below.

Author/s	Title	Findings
Ottoson, J., et.al. (2005) [4]	“Community outreach: from measuring the difference to making a difference with health information”	The evaluation of community-based outreach is a complex process that is not made easier by a participatory approach. The evaluation findings were useful, ensure that the program knowledge is shared, and make outreach valuing transparent.
Rodney, M., et.al. (1998) [5]	“Three evaluation methods of community health advocate program”	A survey of community health advocate clients revealed an overwhelmingly positive response to the Advocate’s work, validating the belief that CHAs can fill an important niche in the health care community. The processes of evaluation will serve as a model for similar programs in the future.
Burroughs, C. (2004)[6]	“Evaluation in health information outreach programs”	Their evaluation was effective because it helped them enhance and facilitate skilled and effective use of evaluation in health information outreach.
Massey, J. and Gouthro, K. (2011) [7]	“Community outreach: assessment and program planning for off-campus students”	The activities could show a more “positive side and impact” of students in the community. Students in the focus groups found the evaluation useful to integrate university students into the community and provide a unique formal and informal meeting place for students of various interests.
Main Marine Philippines (2010) [8]	“Outreach program”	Maine Marine Philippines recognizes its role of Corporate Social Responsibility in improving the quality of life not only of the company’s customers but also of other stakeholders. Their main objectives were to provide felt needs and other services to the less fortunate and to celebrate life and success by giving back to society the blessings the company received for the past years.
Cynthia S. Glass University of Kentucky,	The Role and Impact of Community Outreach Mission in Rural Kentucky	This study reviews in which the church could structure the program to better serve the community. It also reviews as to how often the members

2010 [9]		themselves get involved in volunteer activities and their reasons for volunteering.
Brenda M. Joly [10] Martha Elbaum Williamson Kimberly Pukstas Bernard Multnomah County Oregon Prashant Mittal Jennifer Pratt	Evaluating Community Outreach Efforts: A Framework and Approach Based on a National Mental Health Demonstration Project	This article summarizes the use of two established evaluation frameworks and details an approach to assessing outreach that may have broad appeal to administrators, social workers, health educators, community organizers, and others interested in exploring the results of their efforts.

The above literatures commonly discussed about the impact of community outreach programs in their community. As a result, people support the community outreach programs of an institution in their specified barangays. There is an increasing appreciation of its impact when it is applied to a community addressing and applying their specific needs, interest, and learning. Table 1 discusses about the different outreach programs the EAC-Cavite has conducted while Table 2 highlights the impact of its community outreach program. There had been no evaluation in the EAC-Cavite’s extension programs, however, the proponents used observation and oral feedback from the people in the barangay. There is a felt need of a formal evaluation as it requires in the conduct of community outreach program in higher institution. Llenares and Deocarís [11] posit that as higher education institutions, we should be concerned with delivering extension programs to reach development goals which need to be evaluated most especially its outcomes of their community programs at the

grassroots level. According to them, in the Philippines, universities and colleges have already been mandated to extend their educational as well as civic services to the communities and one example is the implementation of the National Service Training Program (NSTP) Act of 2001.

2.1 EAC-C Outreach Programs:

EAC-Cavite outreach programs started in 2014 with Mrs. Corazon Ramirez as the head of the program. Each school appointed a Community Outreach Coordinator that focused on community programs. Collaboration and meetings had been accomplished with the barangay officials to discuss matters about possible programs to be established. From then on, EAC-C established its linkage and signed the first Memorandum of Agreement (MOA). School’s responsibility and barangay’s responsibility were carefully laid out. Working in partnership with local leaders and residents had a positive impact on community’s ability to manage one’s life. This was especially true

when students, working with adults, had opportunities to engage in meaningful community-based and outcomes-based learning that both serve the community and addressed their learning needs. By building on the social capital present in youth and schools like EAC-C, the community equips itself to develop and advance responsible citizens. Sometimes, meeting was not so successful due to lack of communication between two parties. Nevertheless, after giving a chance for another meeting, things had changed. Each party had to adhere to approved Memorandum Agreement. In this MOA, every party has its own responsibility and accountability. In this way, the programs of activities had improved. Because the proponents strongly believed that community outreach program is a way of making linkages and harmonious relationship within the community, academic people at EAC-Cavite excel much in conducting more programs in 2015. Although there had been no evaluation of its programs, narrative reports and photographs were compiled. It was then so difficult to come up with proofs or evidence at the beginning, however, through the concerted efforts of the management, faculty, deans, heads, staff, students, and alumni, every community outreach program has been successfully done.

Now, the researchers are enthused to find out the community's impression and feedback about the 15 programs conducted by EAC-Cavite for further improvement.

2.2 Objectives of the Study:

This study emphasized the level of satisfaction of the 39 respondents regarding the conduct of the 15 community outreach programs in Brgy. San Agustin, Dasmaringas, Cavite. It also highlights the comments and suggestions of the respondents to improve the various programs for the community.

3. Materials and Methods

3.1 Research Design

The study used the qualitative-descriptive method of research. It involves the description, recording, analysis, and interpretation of the past status of the programs and services of its proponents.

3.2 Participants

The participants of the study were the people in the community of San Agustin. There were 39 respondents of the survey-questionnaire who were part of the 15 community outreach programs in Brgy. San Agustin, Dasmaringas, Cavite.

3.3 Instruments

The survey-questionnaire answers the questions as to whether the participants have felt very satisfied, satisfied, somewhat satisfied, or not satisfied at all. Aside from the qualitative-descriptive method, problems encountered were discussed in this study using observation and impact evaluation approach. The Impact Evaluation Approach includes processes, such as: design, implementation, reflection, and review processes.

3.4 Procedure

OELCO prepared a self-survey questionnaire which was conducted in the community of San Agustin. The results of the survey were summarized and interpreted. The Research Ethics and the Research office approved the conduct of this study. The results shall form part of the Five-Year Development Plan of the EAC-C's Community Outreach Programs.

4. Results and Discussion

The summary of the results of the four (4) categories of outreach programs are as follows:

52% of the respondents are very satisfied, 38% are satisfied and 6% are somewhat satisfied.

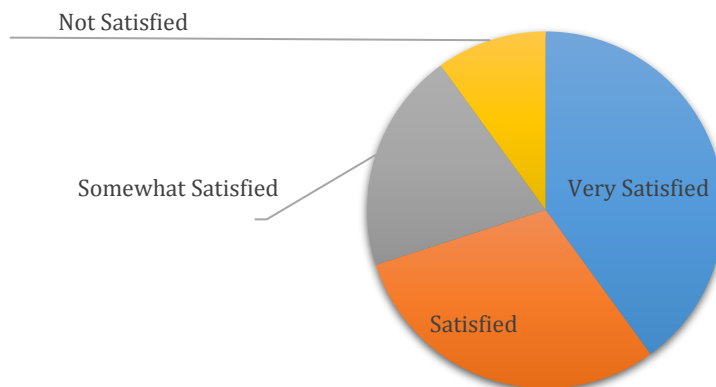


Figure 1: Summary of Results of the Level of Satisfaction of the 39 Respondents

As a summary of all the programs conducted by EAC-Cavite, 48% of the respondents are very satisfied, 33% are satisfied and 6% are somewhat satisfied. Evaluating the various programs connotes a variety of reasons. This evaluation tries to document and clarify some useful and beneficial programs happened in Brgy. San Agustin from the SY-2014-2018. It also contributes to shape institutional policies most especially that many people are involved, such as the deans, heads, staff, and students. Procedures shall be created in order to implement each program easily, consistently, and systematically. It also allows for immediate actions based on immediate findings and feedback from the community itself. Finally, all problems encountered before, during, and after the implementation of the program shall be documented and reviewed through the process of impact evaluation as shown in Figure 1.

4.1 Impact Evaluation Cycle

Admittedly, quality of programs is dependent on the design, implementation, and evaluation of a program. However, the researchers honestly state in this study that there was no evaluation conducted in the past five years on the various community outreach programs at EAC-Cavite, thereby, bringing this

into action by reviewing and assessing the 15 activities through this Impact Evaluation Cycle which will also serve as a guide in the future outreach programs of every department/school. Evaluation is deemed necessary as Joly, et.al (2012) posit in their community outreach programs on mental health demonstrates an increase awareness and ensure uptake of services or programs at the same time [10]. According to the same authors, community outreach is an interaction between community members and individuals within the community. On the other hand, Ottoson and Green (2005) argued that there are four questions to guide the evaluation of the community-based outreach efforts: (1) How will evaluation findings be used and by whom? (2) What is the outreach and what factors may affect influence outreach? (3) How will the success or failure of outreach be determined? (4) What methods will be used to assess the success of outreach? [4] Based on the various literatures gathered, the researchers have utilized the impact evaluation as shown below:

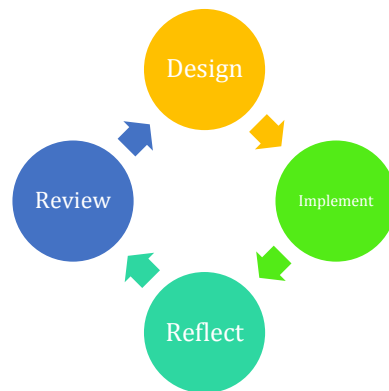


Figure 2. Impact Evaluation Cycle by QCOSSS Community Door e-training

(www.Communitydoor.org.au). Modified and adopted by Alagon and Chua (2019)

Impact Evaluation Cycle is based on the idea of Evaluation process from QCOSSS Community Door e-training [12] which was modified and adopted by the researchers by making it as a cycle of development in conducting a community outreach program at EAC-Cavite. Impact evaluation involves the questions: (1) To what extent are desired changes occurring? (2) Who is benefiting or not benefiting from it? (3) What seems to work and not work? (4) What are unintended Outcomes? On the other hand, the QCOSSS Community Door e-training [12] has four phases impact evaluation which the researchers adopted it as a cycle of development as follows:

4.2 First Phase (Design)

This stage of evaluation will determine whether it will be useful, whether enough evidence already exists to measure the effectiveness of this type of community involvement, and whether there is reason to believe that the evaluation can improve the delivery of the community outreach program in the area of Dasmaringas, Cavite. In this phase, the proponent shall submit a proposal of community outreach program to OELCO. This will be reviewed and approved by the Vice President for Academic Affairs and Accounting

office for its budget. Coordination with the beneficiary shall be done together with the proponents. If there is a need to conduct site inspection, the Director or OELCO and the proponents shall visit the site and coordinate with the barangay. There is a need to maintain partnerships with the community. Leonares and Deocarlis [11] believed that partnerships between HEIs and the community should be mutually beneficial. One example they mentioned is the research and technology-transfer activities by the academe to improve curriculum and pedagogy. Since the EAC-C has four (4) community outreach programs thrusts which include: education, health, environment, and socio-economic development, the first phase is then very significant in the fulfilment of its goals and objectives. The design of the program plays a major role in it. In the program, it should be clear that there are targets and objectives, the benefits of the barangay, the resource persons available, budget, materials needed, transportation, and other miscellaneous things intended for the program need to be specified. The key persons in the first phase is the proponent and OELCO. They should be responsible for the programs to be conducted in a barangay based on the needs of the community and coordination with the beneficiary.

In general, the 15 programs from 2014-2018 were successfully conducted as shown in graphs above. Mostly, the respondents were very satisfied with the way the programs conducted and executed due to its design. However, the researchers found out that the programs can be assessed individually and right after the program, people in the community could have shared their thoughts immediately to address any of their concerns.

4.3 Second Phase (Implement)

At this point, the specifics of the outreach programs might not be defined. However, it is crucial to start identifying the program questions addressing how useful the programs are to the community. At this phase, identifying the components of the project may have significant impact on the evaluation. Indeed, it is quite possible that the impact evaluation will not be able to examine all

interventions under a given project. EAC-C shall implement the blue print after series of coordination and collaboration among the barangay people. In this stage, deans, heads, staff, and students involved themselves in the actual conduct of a program. The proponent should be keen at observing the whole activity from the beginning to its end. In conducting the 15 programs from 2014-2018, the researchers found out that some members of the group did not arrive on time, and others who should be in the program were not seen around. In the evaluation, 15 programs were found to be effective despite of some minor issues because the implementation was performed, the target community was all there, they enjoyed each activity, and their voices were heard. Some of the comments were written in English and Filipino and the positive remarks were highlighted. These inspired the researchers to continue evaluating the programs:

Table 3. Comments and Suggestions of the 39 respondents

COMMUNITY OUTREACH SERVICES

IMPACT ASSESSMENT at BRGY. SAN AGUSTIN 3, CITY OF DASMARIÑAS, CAVITE

#	Comments and Suggestions
1	<i>Thank you</i>
2	<i>Sa loob ng more than 4 years na adopted ang aming barangay marami ang tulong at serbisyo ang naibigay ng EAC sa amin. Maraming salama EAC kung hindi sa inyo hindi lalago ang aming kaalaman at magiging maganda ang aming mga programa. Mabuhay po kayo!</i>
3	<i>Indeed very satisfied, very supportive most likely nowadays.</i>
4	<i>Satisfied sa mga seminar. Thanks EAC</i>
5	<i>Sana tuloy-tuloy ang pagiging maging magkaibigan ng aming barangay San Agustin3 at ng EAC</i>
6	<i>We salute you for being cooperative to all the people. We thank you for helping our barangay in giving such services. God bless you and wish you to continue your good work for the community.</i>
7	<i>Your program and activities in our Barangay is satisfied in our community.</i>
8	<i>Thank you for the support to our barangay, for continuing your outreach program and activities</i>

9	<i>Sana po ay ipagpatuloy/ tuloy-tuloy pa po ang maganda at mas maayos ang inyong programa ng sa gayo'y mapabuti pa ang pagkkaisa ng EAC at ng Barangay San Agustin 3 tungo sa maunlad na komunidad.</i>
10	<i>Maraming salamat sa inyong pagtulong sa aming Barangay SAn Agustin3, ipag[atuloy nyo ang programa nyo sa mga kababayan natin.</i>
11	<i>Maraming salamat po sa lahat ng tulong at kaalaman para sa aming mga kabarangay at mga barangay lingkod, naway marami pa kayong barangay na matulungan.</i>
12	<i>Maraming salamat sa tuluy-tuloy na pagtulong ninyo sa aming barangay.</i>
13	<i>Sana bumalik muli!</i>
14	<i>Lubos po akong nagpapasalamat sa mga ginagawa o itinuturo ng EAC sa aming Barangay . Sana po ay hindi sila magsasawa.</i>
15	<i>EAC continue to do the activities for community outreach to enhance the people in the barangay for more enhanced community involvement in barangay activities.</i>
16	<i>Maganda ang bawat adhikain ng EAC sa ating komunidad sanay magpatuloy pa ito.</i>
17	<i>Ako po ay nagpapasalamat sa EAC sa mga ginagawa nilang activity sa aming barangay sana po ay ipagpatuloy pa rin. Salamat po</i>
18	<i>Ako po ay natutuwa at nagpapasalamat sa mga naitulong at mga activities na ishare sa aming brgy.</i>
19	<i>Malaking tulong ang EAC sa ating komunidad. Sana ay magpatuloy pa ang mabuting gawaing ito.</i>
20	<i>In behalf of the Task Force on Youth Development, together with the Barangay council of San Agustin3, we are grateful and would like to appreciate for all the efforts of the Emilio Aguinaldo College community for the relentless efforts on giving their time and services to the people of Brgy. San Agustin 3.</i>
21	<i>Thank you very much. These program shall be done on other barangay too!</i>
22	<i>Very Good Services</i>
23	<i>Good Services</i>
24	<i>I'm being here about 5 years on brgy. since Kap. Jojo Ricasata and now Kap. Jaime Hembrador all activities and projects of EAC College was all satisfied and thank you.</i>
25	<i>Maraming salamat EAC sa mga programa na ihatid sa aming barangay. God bless</i>
26	<i>Maraming naitulong ang naimplementa ang EAC sa aming barangay. Maraming salamat at sana ipagpatuloy nyo pa anmg mabuting serbisyo sa amin.</i>
27	<i>Malaking tulong sa parents ng Day Care, dahil sa mga dagdag kaalaman na kanilang naibahagi sa mga magulang. Sana ay patuloy pa rin kayo sa pamamalagi ng kaalaman at proyekto sa aming Day Care Center.</i>
28	<i>Nakakatulong sa mga activies sa brgy. at mga bata , magulang</i>
29	<i>Nakakatulong sa barangay at sa mga bata ng day care.</i>

30	<i>Nakakatulong</i>
31	<i>Kapakipakinabang at nakakatulong</i>
32	<i>Malaki naitulong talaga ng EAC</i>
33	<i>Malaki naitulong sa mga bata at magulang</i>
34	<i>Sana maulit muli na mapili ang barangay namin na mapuntahan sa mga ginagawa ninyong outreach program.</i>
35	<i>Malaki ang naitulong sa barangay.</i>
36	<i>Maganda ang naitulong sa barangay</i>
37	<i>Please continue your help to our barangay</i>
38	<i>Thank you EAC sa programa ibinigay nyo sa amin barangay.</i>
39	<i>Sana po makabalik pa uli kayo dito sa aming Brgy. San Agustin 3 upang maipagpatuloy nyo pa ang mga programa na naibigay nyo sa amin. Maraming maraming salamat po sa inyong lahat . God Bless po</i>

4.4 Third Phase (Reflect)

The reflective phase delves on describing the program's purpose, defining the evaluation based on its particular purpose, focus, audience and context, planning the evaluation with specific questions, procedures, analyses, and evaluating strategies, and planning the evaluation by defining EAC-C's responsibilities to the community. Most of the feedback received by the proponents was positive that also made a positive impact in the community involvement of our deans, heads, faculty, and students. The reflective phase includes the questions: (1) What went well? (2) Why it went well? (3) What went wrong? (4) Why it went wrong? However, the most significant question in this phase is, "What else could have been done in order to improve?" The 39 comments with minor suggestions mean a lot to all those people who worked so hard to accomplish a goal for the community. In the study of Leviton (1991) as cited by Joly, et.al. [10], the four questions they posed in the evaluation was not enough. They added the theoretical evaluation framework developed by the Centers for Disease Control Prevention (CDC, 1999). This evaluation practice involves six (6) steps, to wit: (1) engage stakeholders

(2) describe the program (3) focus the evaluation design (4) gather credible evidence (5) justify conclusions (6) ensure use and share lessons learned. This is in contradictory to the proponents' purpose of this third phase because there was no part of reflection. Reflection provides the people in barangay as beneficiaries and the proponents to find out if things go well or otherwise, what alternatives could be done in order to improve and enhance the activity or program?

Currently, what the proponents have is the self-made survey questionnaire that asks the question whether the participant has been fully satisfied, satisfied, somewhat satisfied, and not satisfied at all. After knowing the participants' answers, the proponents should therefore make a plan on how to satisfy these people in terms of their needs in different categories, such as education, environment, socio-economic development, and health. Reflections may evolve not only from the answers of the participants, it could also be an observation by the participants or proponents of the activity before it was conducted, during its actual conduct, and it has been conducted.

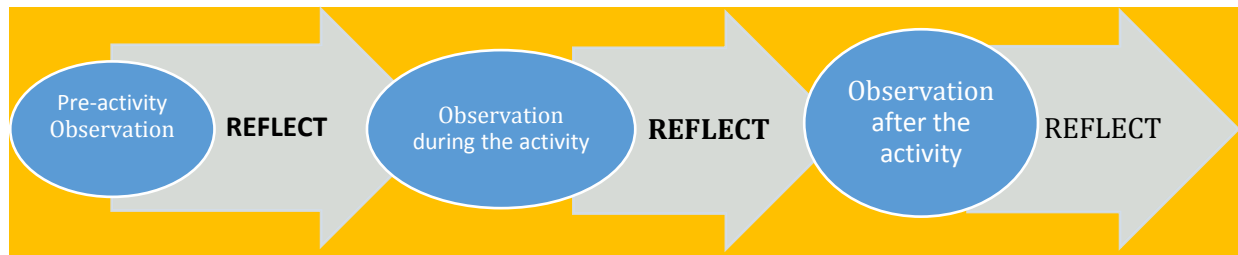


Figure 3. Alagon and Chua's Reflection Paradigm

4.5 Fourth Phase (Review)

The EAC-C shall review the program in terms of delivery, implementation, and evaluation. This will form part of documentation process that will be submitted to the management of EAC-Cavite every end of the semester. Right after this review, all the coordinators are encouraged to submit their own report and upcoming plans for the next academic year 2019-2020. Thus, this phase shall end and it goes back to the first phase i.e. the design. Overall, the 15 programs were generally evaluated as effective as evidently shown in the evaluation. The survey-questionnaire resulted to a high level of engagement and satisfaction among members of the community as previously shown in this study.

5. Conclusion and Recommendation

EAC-C is a dedicated educational institution that works with the community, its leaders and residents can have a positive and favorable effect on community viability. By building the school's outreach programs, it supports and creates opportunities for the community. The outreach programs provide the basis as to how EAC-C can sustain its support over time. This study serves as a guide which aims to help outreach providers like EAC-C to strengthen evaluation of the impact of outreach, to achieve high quality standards of evidence in impact evaluation. It

also serves as a form of scaffolding to help providers to get acquainted as what constitutes high quality evidence and guide the selection of evaluation methods to generate evidence of impact. The results of the data collection highlight practices that can strengthen the use of evidence. Service is one of the EAC-C's Core Values that inspire the researchers to evaluate its community outreach programs and services. It was admitted that the 15 programs at EAC-C have never been evaluated in the past, however, when given the chance to assess its programs and services using the impact evaluation approach, this resulted to 48% out of 34 participants, were very satisfied; 33% satisfied; and 5% were somewhat satisfied in the programs conducted in our adopted barangay, San Agustin. The problems encountered were reflected on, the observations before, during, and after the activity were analyzed and this becomes the basis for a 5-year Development Plan. It is therefore recommended that these programs and activities shall be continuously done and to reach out for the sustainable development of the community. The areas on education, health, environment, and socio-economic development of the community shall still be the four (4) main areas of concern of EAC-Cavite. Finally, there is a need to evaluate each program every after its conduct in order to address whatever problems encountered through the process of Impact Evaluation Approach or other approaches.

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