

Proposed enhanced community extension plan of Sta. Teresa College

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Abstract

This study assessed the implementation of the community extension activities of Sta. Teresa College as the basis for developing an Enhanced Community Extension Plan. Specifically, it examined the implementation of community extension activities in terms of needs assessment, planning and design, monitoring and evaluation, and sustainable activities. It also determined the differences in the assessments of employees, student-leaders, and community stakeholders, identified the challenges encountered during implementation, and proposed an enhancement plan. A descriptive research design using a mixed-method approach was employed. The study involved 159 purposively selected respondents, consisting of 69 employees, 49 student-leaders, and 41 community stakeholders. Data were collected through a researcher-made questionnaire and open-ended interviews. Quantitative data were analyzed using the mean, standard deviation, and the Kruskal–Wallis H test, while qualitative responses were analyzed through thematic analysis. The findings revealed that the implementation of the institution's community extension activities was generally rated positively across the four dimensions, indicating fairly good implementation. However, significant differences were found among the assessments of employees, student-leaders, and community stakeholders, reflecting varying perceptions of the program's implementation. The major challenges identified included time constraints, limited financial resources, low stakeholder participation, inadequate follow-up activities, and coordination issues. Based on these findings, an Enhanced Community Extension Plan was developed to strengthen stakeholder collaboration, improve monitoring and evaluation mechanisms, address implementation challenges, and promote more sustainable, responsive, and impactful community extension programs aligned with the institution's mission and community needs.

Keywords: community extension, needs assessment, planning and design, monitoring and evaluation, sustainable activities, enhancement plan

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1. Introduction

Corporate Social Responsibility (CSR) is a focus that highlights the responsibility of businesses and institutions to improve the well-being of society in any way that goes beyond their business goals and activities. It is embedding social, ethical, economic, and environmental considerations within an institution's operations and activities, for the benefit of the community and society in general. As part of educational institutions, CSR manifests itself in specific programs and initiatives aimed at tackling social issues, raising awareness, protecting the environment, and advancing sustainable development. The social responsibility of schools and colleges can be realized through community extension works where they can offer services, knowledge, and opportunities to meet the needs of the marginalized and underserved communities. Furthermore, CSR provides a means for educational institutions to deepen their community engagement and promote students' compassion, volunteerism, leadership development, and civic awareness.

In most countries, universities are expected to be more active in the field of community development, where academic competencies and resources are used to solve social, economic, and environmental problems in the community. Educational institutions are increasingly expected to be involved in community development and to provide their expertise and resources to solve social, economic, and environmental problems in the community. These institutions are recognized as having a role beyond teaching and research and are urged to take part in community partnerships to support sustainable development, capacity building, and social change in the context of international frameworks. But many schools across the world face problems with poor extension practices, lack of awareness of stakeholders, and lack of evaluation mechanisms for impacts.

The Free University of Amsterdam (FU Amsterdam) in the Netherlands encountered several issues, including problems with how to coordinate between the university and community partners, quality reflection activities among students, and large class sizes in community-based learning (Scheffelaar et al., 2023). According to Nduna & Chakanika (2021), there was insufficient funding for extension program, a lack of trained personnel for outreach, weak linkages between university program and needs, and limited logistical and operational support at the University of Zambia. At the same time, the University of Georgia in Croatia experienced the lack of sustainability of community engagement initiatives and difficulties in sustaining long-term partnerships (Preradović et al., 2022).

Moreover, the findings of the community extension services in the Philippines Higher Education Institutions (HEIs) indicate that structural and operational challenges persist and are a barrier to effective engagement. Mindanao universities such as Bukidnon State University and Central Mindanao University were cited as having moderate faculty extension productivity, as there were some deficiencies in competencies and organizational climate (Paulican & Intong, 2020). A lack of baseline data and low evaluation capacity in Bicol University made it difficult for extension programs to assess the gains in actual learning and behavioral changes of the farmers, which indicated a lack in the design and outcome measurement of the extension programs (Labayo, 2022). Other challenges were observed in Cebu Technological University, in which the community extension activities to assist MSMEs faced challenges in achieving sustained livelihood outcomes and needed enhanced follow-through mechanisms and community support systems (Valle et al., 2022). Collectively, these studies point to the fact that although there are active extension programs, Philippine HEIs still have a lot of challenges regarding resources, assessment systems, faculty readiness, and sustainability plans that hinder their ability to provide meaningful community service.

At the local level, Sta. Teresa College embraces community extension services as an essential part of its Catholic mission. Its extension work includes faith-based outreach, social and environmental engagement, and scholarship-linked service. The implementation of outreach activities is very satisfactory based on the observation

of one of the researchers, who is the campus minister responsible for the activities. Their benefits, however, seem to be only short-term, with no long-term plans or strategies in place to sustain the activity's outcomes. In addition, limited funding is available due to resources being limited within the institution and a lack of external partners and networks that would be able to support the project. Furthermore, the system for obtaining input from beneficiaries and community partners is not systematic, and the long-term effect and effectiveness of the outreach efforts are difficult to gauge. Based on these concerns, there is a need to assess the implementation of the community extension and outreach activities of Sta. Teresa College, particularly in terms of monitoring and sustainability. The results of this assessment can be used to inform strategic interventions, strengthen partnership linkages, enhance monitoring systems, and create sustainable plans that will increase the impact and effectiveness of the institution's community extension programs in the long-term.

Although numerous studies have explored community extension programs in higher education institutions, many of them have concentrated on only one aspect of implementation, such as needs assessment, program planning, monitoring and evaluation, or sustainability. As a result, there is still limited understanding of how these dimensions work together to influence the overall effectiveness of extension initiatives. In addition, only a few studies have examined the perspectives of employees, students, and community stakeholders simultaneously, particularly within the context of a private Catholic educational institution. Likewise, there is a scarcity of studies that move beyond assessment and translate research findings into concrete, evidence-based strategies for improvement. Recognizing these gaps, the present study sought to provide a more comprehensive understanding of community extension activities and develop an enhanced community extension plan that can support the continuing success and sustainability of extension programs. The present study provides a more comprehensive assessment of community extension programs by examining needs assessment, planning and design, monitoring and evaluation, and sustainability as interconnected components. It also compares the perspectives of employees, students, and community stakeholders and proposes an enhanced community extension plan specifically designed for a private Catholic educational institution. By integrating quantitative and qualitative findings, the study offers practical and evidence-based recommendations for strengthening community extension initiatives.

This study aimed to propose an enhanced community extension plan. Specifically, it sought to answer the following research questions:

1. As assessed by employees, students, and community stakeholders, what is the level of agreement on the implementation of the current community extension activities of the institution in terms of needs assessment; planning & design; monitoring & evaluation; and sustainable activities?
2. Is there a significant difference in the assessment of the respondents?
3. What are the challenges encountered in the community extension activities?
4. Based on the analysis, what enhancement plan may be proposed?

2. Literature review

Community extension activities are among the fundamental functions of higher education institutions alongside instruction and research. These activities are designed to promote social responsibility, community empowerment, and sustainable development through programs and services that address the identified needs of communities. According to the Commission on Higher Education (2022), extension services refer to programs, projects, and activities conducted by educational institutions that transfer knowledge, technology, and expertise to improve the quality of life of partner communities. Higher education institutions are encouraged to actively participate in nation-building by engaging in community-based initiatives that foster inclusive growth and social transformation.

Community extension activities involve collaborative partnerships between schools and communities in

addressing social, economic, educational, environmental, and health-related concerns. As explained by UNESCO (2021), universities and colleges play a significant role in promoting sustainable development through community engagement and civic participation. Extension programs commonly include literacy training, livelihood projects, environmental campaigns, health education, values formation, and capacity-building seminars. These activities aim not only to provide immediate assistance but also to empower communities to become self-reliant and productive members of society.

In the Philippine context, the legal and policy foundations of community extension activities are anchored in the mandates of the Commission on Higher Education. CHED Memorandum Order No. 52, series of 2016, emphasizes that higher education institutions must integrate extension as one of their core functions to ensure that academic knowledge and institutional resources contribute to societal development (CHED, 2016). The memorandum highlights the importance of aligning extension activities with national development goals, institutional mission and vision, and the actual needs of communities. Furthermore, extension programs should promote participatory development wherein beneficiaries actively engage in planning, implementation, monitoring, and evaluation processes.

The CHED guidelines further stress the importance of conducting a community needs assessment prior to the implementation of extension activities. Needs assessment serves as the basis for identifying relevant programs and ensuring that interventions are responsive to community concerns (CHED, 2016). According to World Bank (2020), community-based programs become more effective when stakeholders participate in identifying their own needs and priorities. Through systematic needs assessment, institutions can develop programs that are evidence-based, realistic, and sustainable. Failure to conduct proper assessment may result in irrelevant activities, low participation rates, and limited program impact.

Another important component emphasized in community extension literature is planning and program design. Effective extension activities require clear objectives, organized implementation strategies, proper allocation of resources, and collaboration among stakeholders. According to Philippine Association of Colleges and Universities Commission on Accreditation (2023), extension programs should demonstrate systematic planning and alignment with institutional goals and community development priorities. PAASCU standards also emphasize that extension activities must involve faculty members, students, alumni, and external partners to strengthen institutional social responsibility and ensure broader community participation.

Monitoring and evaluation are likewise essential aspects of successful extension activities. The Philippine Association of Colleges and Universities Commission on Accreditation (2023) explains that institutions must establish mechanisms to assess the effectiveness, efficiency, and impact of extension programs. Monitoring enables institutions to track the progress of activities, while evaluation measures the extent to which objectives are achieved. According to United Nations Development Programme (2021), regular monitoring and evaluation help organizations identify strengths, address weaknesses, and improve future program implementation. Without systematic evaluation, institutions may struggle to determine whether their extension services truly contribute to community development.

Sustainability is another major principle emphasized in community extension programs. Sustainable extension activities are those that continue to benefit communities even after institutional assistance has ended. CHED encourages higher education institutions to develop long-term partnerships and community empowerment initiatives rather than one-time outreach activities (CHED, 2016). Similarly, UNESCO (2021) states that sustainable community engagement requires capacity-building, resource mobilization, and community ownership. Programs that focus only on temporary assistance often fail to produce lasting social impact and may create dependency among beneficiaries.

Faculty and student involvement also plays a crucial role in the success of community extension activities. According to Commission on Higher Education (2022), extension programs provide opportunities for experiential learning and social engagement among students and educators. Participation in extension activities allows students

to apply classroom knowledge to real-life community situations while developing leadership, empathy, communication, and problem-solving skills. Faculty members, on the other hand, contribute professional expertise and research-based interventions that strengthen the quality of services provided to communities. Moreover, community extension activities contribute significantly to institutional development and social accountability. Higher education institutions are increasingly evaluated not only based on academic excellence but also on their contributions to society. The Philippine Association of Colleges and Universities Commission on Accreditation (2023) recognizes extension services as an important criterion in accreditation because they reflect the institution's commitment to social transformation and public service. Institutions with effective extension programs often establish stronger partnerships with local government units, non-government organizations, and the private sectors, thereby expanding opportunities for collaborative community development projects.

Overall, community extension activities serve as vital instruments for promoting inclusive development, social responsibility, and community empowerment. Literature from CHED, PAASCU, and international organizations consistently emphasizes that effective extension programs must be grounded on proper needs assessment, systematic planning, active stakeholder participation, continuous monitoring and evaluation, and sustainability. Through well-designed and responsive extension activities, higher education institutions can fulfill their role as catalysts of positive social change and contributors to national development.

3. Methodology

The research design used in this study was descriptive research, a type of research that aims to describe a phenomenon, situation, or population systematically by gathering quantitative data that can be analyzed in statistical form (Patankar, 2024). From Sta. Teresa College as the locale of the study, 69 employees, 49 student-leaders, and 41 stakeholders were sampled using purposive sampling. A researcher-developed questionnaire was used to measure the extent of agreement regarding the implementation of the institution's community extension activities in terms of needs assessment, planning and design, monitoring and evaluation, and sustainable activities, and was rated as strongly agree (3.50-4.00), agree (2.50-3.49), disagree (1.50-2.49), or strongly disagree (1.00-1.49). Similarly, an open-ended interview was used to gather information on the challenges encountered during the implementation of the community extension activities. Instruments used were checked and validated by the experts.

Quantitative data were analyzed and interpreted with appropriate statistical tools such as mean, standard deviation, Kruskal-Wallis H test, and qualitative responses were analyzed by thematic analysis. Prior to data collection, all participants were informed of the objectives, procedures, potential benefits, and possible risks of the study. Participation was entirely voluntary, and written informed consent was obtained from all respondents. Participants were assured that their identities would remain confidential and that the information gathered would be used solely for research purposes. They were also informed of their right to withdraw from the study at any stage without penalty. Ethical standards for research involving human participants were strictly observed throughout the study.

4. Results and Discussion

4.1 Level of agreement on the implementation of community extension activities

4.1.1 Needs Assessment. Table 1 presents the respondents' evaluation of the implementation of the present community extension activities in terms of needs assessment. Among the three groups, employees obtained a composite mean of 3.23 with a standard deviation of 0.68, verbally described as agree. Students recorded a composite mean of 3.43 with a standard deviation of 0.68, also verbally described as agree. Stakeholders posted the highest composite mean of 3.57 with a standard deviation of 0.52, which was verbally described as strongly agree. Overall, the implementation of the present community extension activities in terms of needs assessment achieved a composite mean of 3.38 with a standard deviation of 0.66, with an overall verbal description of Agree.

The findings indicate that effective practices have been developed in the institution to carry out the practice of needs assessment in the community extension program. While all the respondents' groups had positive perceptions, stakeholders gave the highest evaluation, which shows that they are aware of and appreciate the efforts of the institution in identifying and meeting the needs of the community. They are in strong agreement because they have personal experience as either beneficiaries or partners of the extension programs and have seen the relevance and responsiveness of the activities implemented. Students also rated relatively highly, which indicates that they think the needs assessment process is relevant and resonates with community issues. The employees also agreed, but had the lowest composite mean, possibly because they are more familiar with the operational challenges in planning, conducting, documenting, and implementing needs assessment activities. In general, the findings highlight the need to continue current systematic and participative needs assessment processes, since they can be an important basis for designing appropriate, responsive, and effective community extension activities that can benefit not only the institution, but also the partner communities.

The findings are consistent with Patalinghug and Bustamante (2022), who emphasized that comprehensive community needs assessment is essential for designing relevant and sustainable extension programs in higher education institutions. Similarly, Cagasan et al. (2022) found that participatory community assessment strengthens the relevance, acceptance, and sustainability of extension initiatives. However, the findings differ from Dapula (2026), who reported continuing challenges in implementing extension programs, including limited funding, schedule conflicts, inadequate monitoring of needs assessment, and weak program continuity.

Table 1
Implementation of the Current Community Extension Activities in terms of Needs Assessment

Items	Employees			Students			Stakeholders			Overall		
	M	SD	VI	M	SD	VI	M	SD	VI	WM	SD	VI
1. The institution prioritizes communities with the greatest need based on assessment findings.	3.30	0.69	A	3.51	0.62	SA	3.68	0.47	SA	3.47	0.63	A
2. Faculty members and students participate in gathering community needs assessment data.	3.28	0.66	A	3.55	0.61	SA	3.63	0.54	SA	3.45	0.63	A
3. Identified community needs are aligned with the institution's academic programs.	3.33	0.59	A	3.41	0.70	A	3.66	0.48	SA	3.44	0.61	A
4. Community members are actively involved in identifying their priority needs.	3.28	0.59	A	3.45	0.71	A	3.54	0.55	SA	3.40	0.63	A
5. The institution uses appropriate tools (e.g., surveys, interviews, FGDs) in assessing community needs.	3.28	0.75	A	3.45	0.71	A	3.56	0.50	SA	3.40	0.69	A
6. The institution conducts regular community needs assessments before planning activities.	3.23	0.67	A	3.43	0.71	A	3.56	0.50	SA	3.38	0.65	A
7. The institution uses needs assessment findings as the basis for designing extension activities.	3.20	0.72	A	3.41	0.70	A	3.56	0.55	SA	3.36	0.69	A
8. Needs assessment results are documented clearly and systematically.	3.20	0.68	A	3.39	0.70	A	3.49	0.51	A	3.33	0.65	A
9. The institution validates needs assessment results with community stakeholders.	3.16	0.70	A	3.37	0.60	A	3.56	0.55	SA	3.33	0.65	A
10. Needs assessment findings are communicated to faculty, students, and partner communities.	3.06	0.78	A	3.39	0.76	A	3.49	0.55	A	3.27	0.74	A
Composite Mean	3.23	0.68	A	3.43	0.68	A	3.57	0.52	SA	3.38	0.66	A

Legend: M-Mean; SD-Standard Deviation; I-Interpretation; SA-Strongly Agree; A-Agree

4.1.2 Planning & Design. Table 2 presents respondents' assessments of the implementation of current

community extension activities in terms of planning and design. It can be gleaned from the table that the implementation of the current community extension activities in terms of planning and design, as assessed by employees, students, and stakeholders, yielded an overall composite mean of 3.38, interpreted as agree, with a standard deviation of 0.62, which signifies that the respondents generally shared consistent perceptions regarding the institution's planning and design practices. The employees obtained a composite mean of 3.22, verbally interpreted as agree, with a standard deviation of 0.61, indicating that the responses were relatively consistent and showed moderate variability among the respondents. The students recorded a composite mean of 3.44, also interpreted as agree, with a standard deviation of 0.67, suggesting moderately consistent responses and slightly greater variation in perceptions compared to the employees. Meanwhile, the stakeholders registered the highest composite mean of 3.57, verbally interpreted as strongly agree, with a standard deviation of 0.51, indicating high consistency and strong agreement among the respondents.

Table 2*Implementation of the Current Community Extension Activities in terms of Planning and Design*

Items	Employees			Students			Stakeholders			Overall		
	M	SD	VI	M	SD	VI	M	SD	VI	WM	SD	VI
1. The proposed extension activities are aligned with the institution's vision and academic programs.	3.49	0.50	A	3.51	0.62	SA	3.63	0.49	SA	3.53	0.54	SA
2. Planned extension activities undergo review and approval by the institution's extension office or committee.	3.19	0.60	A	3.45	0.71	A	3.68	0.47	SA	3.40	0.64	A
3. Plans for extension activities include mechanisms for community participation.	3.20	0.58	A	3.47	0.71	A	3.61	0.49	SA	3.39	0.63	A
4. Extension activities are designed based on documented community needs assessment results.	3.20	0.61	A	3.43	0.61	A	3.61	0.49	SA	3.38	0.60	A
5. The objectives of extension activities are clearly stated and measurable.	3.26	0.56	A	3.45	0.68	A	3.41	0.63	A	3.36	0.62	A
6. The institution prepares clear timelines and implementation schedules.	3.17	0.64	A	3.39	0.70	A	3.63	0.49	SA	3.36	0.65	A
7. Extension plans are developed in collaboration with community stakeholders.	3.20	0.68	A	3.43	0.71	A	3.49	0.51	A	3.35	0.66	A
8. The institution allocates adequate resources during the planning stage.	3.22	0.68	A	3.37	0.70	A	3.56	0.50	SA	3.35	0.66	A
9. Possible risks and challenges are identified during the planning and design phase.	3.20	0.58	A	3.47	0.62	A	3.46	0.55	A	3.35	0.60	A
10. Planning sessions include representatives from faculty, students, parents, and the community.	3.04	0.65	A	3.41	0.64	A	3.56	0.50	SA	3.29	0.65	A
Composite Mean	3.22	0.61	A	3.44	0.67	A	3.57	0.51	SA	3.38	0.62	A

Legend: M-Mean; SD-Standard Deviation; I-Interpretation; SA-Strongly Agree; A-Agree

The findings indicate that the institution has generally implemented effective planning and design in its community extension activities. The overall ratings show that key planning components, including needs assessment, goal setting, stakeholder participation, scheduling, and resource allocation, are practiced effectively. Employees gave relatively lower ratings, suggesting that their direct involvement in program implementation makes them more aware of planning and coordination challenges. In contrast, students expressed positive perceptions of the planning process, while community stakeholders provided the highest ratings, reflecting their confidence in the relevance and responsiveness of the programs. The low standard deviations across all respondent groups indicate consistent responses and a strong consensus regarding the institution's planning practices. The higher stakeholder ratings further suggest that the institution has established effective community partnerships and responsive extension programs. Generally, the findings affirm the effectiveness of the planning and design process

while highlighting the need to strengthen internal planning, communication, coordination, institutional support, and participatory planning to enhance program quality and sustainability.

This is in line with Ontal and Rabang's (2026) study on the implementation of community extension programs in a higher education institution in the Philippines, which obtained a very high rating from the students. This positive evaluation was attributed to well-planned extension activities, an organized implementation process, and well-aligned extension programs with institutional objectives and community needs. Likewise, the results supported the study conducted by Cortez and Asiri (2026), which found that the practices of community extension in a state university were very well observed in several areas, including relevance to community needs, community involvement, sustainability, and SDGs. The researchers pointed out the successful implementation of extension programs through effective planning, interaction with various stakeholders, and institutional support, which led to positive perceptions of faculty members in all years.

4.1.3 Monitoring and Evaluation. Table 3 shows the situation of the current community extension activities with respect to their implementation for monitoring and evaluation. The results of the analysis reveal that the three groups of respondents agree on the implementation of the current community extension activities in terms of monitoring and evaluation, obtaining a composite mean of 3.34 with a standard deviation of 0.64. The employees obtained a composite mean of 3.18 with a standard deviation of 0.63, verbally interpreted as agree. The students yielded a composite mean of 3.42 with a standard deviation of 0.65, also verbally interpreted as agree. Meanwhile, the stakeholders recorded the highest composite mean of 3.51 with a standard deviation of 0.58, verbally interpreted as strongly agree.

Table 3

Implementation of the Current Community Extension Activities in terms of Monitoring and Evaluation

	Employees			Students			Stakeholders			Overall		
	M	SD	VI	M	SD	VI	M	SD	VI	WM	SD	VI
1. Completed extension activities are evaluated using clear and appropriate criteria.	3.28	0.54	A	3.47	0.62	A	3.49	0.55	A	3.39	0.57	A
2. The institution assesses the outcomes and impact of extension projects.	3.23	0.60	A	3.45	0.71	A	3.59	0.55	SA	3.39	0.64	A
3. Monitoring and evaluation results are properly documented and reported.	3.26	0.56	A	3.43	0.61	A	3.51	0.64	SA	3.38	0.60	A
4. The institution uses evaluation findings to improve future extension activities.	3.25	0.60	A	3.41	0.61	A	3.49	0.64	A	3.36	0.62	A
5. Community stakeholders are involved in the monitoring and evaluation process.	3.19	0.65	A	3.39	0.70	A	3.51	0.60	A	3.33	0.66	A
6. Faculty members and extension personnel conduct on-site visits during extension activities.	3.14	0.62	A	3.39	0.61	A	3.54	0.55	SA	3.32	0.62	A
7. Faculty members, students, parents, and beneficiaries are informed about monitoring and evaluation results.	3.17	0.77	A	3.41	0.70	A	3.46	0.60	A	3.32	0.71	A
8. The institution regularly monitors the progress of extension activities.	3.13	0.71	A	3.35	0.63	A	3.59	0.50	SA	3.31	0.66	A
9. Monitoring tools (e.g., checklists, progress reports) are consistently used.	3.09	0.68	A	3.41	0.70	A	3.54	0.50	SA	3.30	0.67	A
10. Feedback from beneficiaries is collected systematically during and after implementation.	3.10	0.62	A	3.49	0.62	A	3.41	0.67	A	3.30	0.65	A
Composite Mean	3.18	0.63	A	3.42	0.65	A	3.51	0.58	SA	3.34	0.64	A

Legend: M-Mean; SD-Standard Deviation; I-Interpretation; SA-Strongly Agree; A-Agree

The results show that the institution has, in general, developed good monitoring and assessment systems related to its community extension work. The overall composite mean indicates that people are aware of the

institution's efforts to keep track of program implementation and assess extension results. The good ratings obtained in all the groups of respondents indicate that monitoring and evaluation are always done in the extension management processes within the institution. Stakeholders' ratings support the community partners' appreciation of the institution's work to evaluate program implementation, record outcomes, and use results from program evaluation to enhance extension services. On the other hand, the ratings from employees and students suggest that while monitoring and evaluation mechanisms are evident, there is still room to further strengthen these practices. The findings suggest that a systematic process has been established to monitor the extension activities and evaluate their impacts, which facilitates accountability and evidence-based decision-making.

The findings are consistent with those of Magnaye and Ylagan (2024), who emphasized that regular monitoring and evaluation are essential for improving the quality, impact, and sustainability of community extension programs. Likewise, Ontal and Rabang (2026) reported that students highly rated the implementation of extension programs due to organized implementation, continuous monitoring, and regular evaluation. These studies concluded that effective monitoring and evaluation enhance stakeholder satisfaction and overall program effectiveness. In contrast, Nkonki-Mandleni (2023) found that many universities continue to face challenges in establishing comprehensive monitoring and evaluation systems because of inconsistent practices and weak documentation. Unlike these challenges, the present study found that respondents generally viewed the institution's monitoring and evaluation practices as effective.

4.1.4 Sustainable Activities. Table 4 shows the respondents' evaluation of the sustainability of the current activities that are implemented in the community. The composite results show the overall perceptions of the employees, students, and stakeholders regarding the sustainability of extension activities. The employees obtained a composite mean of 3.11 with a composite standard deviation of 0.61, verbally interpreted as agree, indicating that they generally perceive the institution's extension programs as sustainable, with relatively consistent responses. The students registered a composite mean of 3.42 and a composite standard deviation of 0.68, also verbally interpreted as agree, suggesting that they positively view the institution's sustainability practices for extension programs, with a moderate level of consistency in their responses. Meanwhile, the stakeholders obtained the highest composite mean of 3.53 with a composite standard deviation of 0.56, verbally interpreted as strongly agree, indicating a very favorable perception of the institution's efforts to sustain its extension programs, with highly consistent responses. Overall, the composite mean was 3.33 with a composite standard deviation of 0.65, verbally interpreted as agree, signifying that respondents generally agree that the institution has established sustainable practices for planning, implementing, and maintaining its extension programs, with a moderate level of consistency across all respondent groups.

The composite results suggest that the overall response of the respondents is positive about the implementation of sustainable community extension programs that give a lasting benefit to the partner communities. The most positive overall feedback came from stakeholders, who had direct experience of the positive long-term impact of these initiatives, and who were aware of the institution's commitment to community development. The employees' composite mean was the lowest, but they still agreed with the indicators, suggesting that they recognize the institution's sustainability efforts and see room for improvement. The relatively small standard deviations within each group of respondents suggest that the responses were uniform. These results indicate that the institution has developed good practices, including the development of partnerships with the community, ongoing support, and the evaluation of extension activities on a regular basis to ensure continuity of impact. But the relatively low scores for funding, sustainability planning, and resource management suggest that these need to be improved to further improve the long-term effectiveness of the institution's extension services.

Muya (2022) found that the long-term success of community extension programs depends on effective planning, stakeholder participation, institutional support, and continuous evaluation. Similarly, Quintana (2026) reported that systematic planning, community involvement, and institutional support contributed to the sustainability and effectiveness of extension services in higher education institutions. These studies support the present finding that sustainable planning, implementation, and maintenance improve the quality and continuity of

community extension programs. However, Saysi (2024) reported that despite integrating sustainability strategies, many Philippine State Universities and Colleges continue to face challenges in sustaining extension projects due to financial constraints, limited personnel competencies, scheduling conflicts, and low cultural acceptance. This suggests that while respondents in the present study viewed sustainability positively, institutions must continue strengthening strategic planning, institutional frameworks, partnerships, and monitoring to ensure long-term program sustainability.

Table 4*Implementation of the Current Community Extension Activities in terms of Sustainable Activities*

	Employees			Students			Stakeholders			Overall		
	M	SD	VI	M	SD	VI	M	SD	VI	WM	SD	VI
1. Completed projects lead to lasting improvements in the community.	3.22	0.54	A	3.49	0.65	A	3.61	0.54	SA	3.40	0.60	A
2. Faculty members and students are encouraged to maintain continuous engagement with partner communities.	3.19	0.62	A	3.45	0.61	A	3.49	0.55	A	3.35	0.62	A
3. Extension activities are designed to provide long-term community benefit.	3.14	0.58	A	3.39	0.70	A	3.59	0.55	SA	3.33	0.63	A
4. The institution provides follow-up support to partner communities after implementation.	3.13	0.68	A	3.47	0.71	A	3.51	0.60	SA	3.33	0.69	A
5. Community members are trained to continue activities after project completion.	3.06	0.64	A	3.43	0.71	A	3.59	0.50	SA	3.31	0.67	A
6. Extension projects receive adequate funding to ensure their continuation.	3.10	0.60	A	3.47	0.65	A	3.46	0.55	A	3.31	0.63	A
7. The institution has established partnerships that support the sustainability of extension services.	3.06	0.59	A	3.43	0.71	A	3.54	0.55	SA	3.30	0.65	A
8. The institution maintains continuous communication with partner communities.	3.09	0.64	A	3.41	0.70	A	3.51	0.60	SA	3.30	0.67	A
9. Extension activities are regularly reviewed to ensure long-term relevance and impact.	3.13	0.62	A	3.33	0.69	A	3.54	0.60	SA	3.30	0.65	A
10. Sustainable practices (e.g., resource management, continuity plans) are integrated into extension activities.	2.99	0.63	A	3.39	0.70	A	3.46	0.55	A	3.23	0.67	A
Composite Mean	3.11	0.61	A	3.42	0.68	A	3.53	0.56	SA	3.32	0.65	A

Legend: M-Mean; SD-Standard Deviation; I-Interpretation; SA-Strongly Agree; A-Agree

4.2 Significant difference in the assessment of the respondents

The results of the test of significant difference on the respondents' assessments are shown in Table 5. Overall, there is a significant difference in the assessments by the three groups of respondents on the implementation of the current community extension activities. This is computed by using the H-statistic value of 14.933 obtained. The generated p-value was 0.001, which is less than the 1% level of significance, and therefore the null hypothesis was rejected.

The significant variation in the assessments reflects the fact that each group of respondents would have assessed the institution's extension work from a slightly different viewpoint dependent upon their role within the institution, their experiences and how involved they were. Program assessment may have been based on the employees' first-hand involvement in program planning, implementation, monitoring, and program resource management, and students' program assessment may have been based on their program learning experiences and their level of involvement in the programs. Those programs, however, were likely evaluated by community

stakeholders on the relevance, quality, and sustainability outcomes these programs provided to them. The varying views suggest a lack of consistency in community extension activities implementation among all stakeholder groups. This finding suggests that there is a need to enhance employee, student, and community liaison and teamwork in all stages of the extension program. Building greater stakeholder involvement in planning, implementation, monitoring and evaluation, and keeping feedback mechanisms in place will help minimize perceived differences, increase understanding, and strengthen the overall impact of the institution's community extension programs in terms of effectiveness, responsiveness and sustainability.

Table 5

Significant Difference in the Assessment of the Current Community Extension Activities by the Respondents

	H-Statistic	p- value	Decision on Ho	Verbal Interpretation
Needs assessment	10.703	0.005	Reject	Very Significant
Planning and design	13.274	0.001	Reject	Very Significant
Monitoring and evaluation	11.240	0.004	Reject	Very Significant
Sustainable activities	21.951	<0.001	Reject	Very Significant
Overall	14.933	0.001	Reject	Very Significant

This finding corroborates Valentino et al. (2025) that faculty, students, and community members evaluated areas of strength and challenges differently in their university's community extension programs, especially in terms of resources allocated, program implementation, and program impact, which led to varying assessments of the effectiveness of the programs. Furthermore, Sigue et al. (2024) noted that stakeholders' input into the university extension programs showed differing perceptions of extension outcomes and suggestions for improvement, and that stakeholders' perceptions of extension programs are based on their interactions with the programs. Cortez and Asiri (2026) reported similar positive and consistent evaluations of community extension practices among respondents in general, regardless of the respondent's profile, thus indicating that if the community extension practices are appropriately implemented and stakeholders are well connected, they can result in similar perceptions of program effectiveness. The results suggest that the differences were substantial in the present study due to the different roles, experiences, and involvement of the respondents in the extension activities in the community.

4.3 Challenges Encountered in the Community Extension Activities

From the answers given by the participants, it was observed that there are some challenges in implementing community extension services. While respondents reported regular participation in community extension activities, they listed concerns about limited resources, participation, and lack of follow-up activities. All these are planning, implementing, and sustaining extension program-related challenges. Here is a discussion of the issues that the participants ran into frequently:

Limited Budget and Resources. Financial materials and other resources to support the community extension activities were also cited as another challenge encountered by the participants. Financial resources and funds are identified as constraints by respondents to the development of materials, implementation of activities, and providing support to beneficiaries.

Other participants stated:

"One of the challenges encountered during the implementation of community extension activities is the limitation of resources, which sometimes affects the extent of assistance that can be provided to the recipients."

"Limited funds and resources sometimes made it difficult to prepare the necessary materials and programs."

These constraints hinder the preparation of programs, materials, and support services, particularly for beneficiaries from marginalized sectors. Although college members and external stakeholders continue to show generosity and support, limited funding may reduce the effectiveness and reach of outreach initiatives. The findings

emphasize the importance of sustained financial and material assistance to ensure the continuity of extension programs. They also highlight the need for stronger resource mobilization through partnerships, fundraising, and strategic resource management to better respond to community needs.

The participants' responses are supported by several studies. Inconsistent funding negatively affects the sustainability of extension projects and can lead to program implementation gaps, which makes it hard for institutions to keep partner communities engaged over the long haul, Angeo (2026) stated. Similarly, Guiriba-Losabia et al. (2026) demonstrated that lack of financial resources, along with lack of faculty commitment, limited extension planning, implementation, and expansion. Studies confirm the experiences of participants with the absence of community support, materials, and finances to enable extension services to be delivered to recipients and with smaller amounts of help being provided to recipients.

Limited Participation and Involvement. During the implementation of extension activities, it was also found that there were concerns that the participants had while participating. The main reasons for non-participation in extension were work obligations, academic commitments, and an increased involvement from community members in extension.

Participants mentioned:

"Another factor is the lack of consistent participation from volunteers and beneficiaries due to schedule conflicts, work responsibilities, or low interest."

"Maximum participation of the community members – minimal members are given the opportunity/chances to join."

Participants identified limited participation as a challenge in the implementation of community extension activities, mainly due to schedule conflicts, personal responsibilities, and limited opportunities for involvement. While the school community supports extension initiatives, only selected faculty members and religious club moderators and members are typically involved in outreach activities. This limited participation affects the continuity, inclusiveness, and overall effectiveness of extension programs. It may also weaken partnerships with partner communities and reduce the benefits that could be shared with a wider group of stakeholders. The findings highlight the need for flexible scheduling, improved communication, and more inclusive participation strategies to encourage broader engagement in extension activities.

This is in line with published research. Ontal and Rabang (2026) stressed that participation is key to the success of extension programs, but that participation could be impacted by other responsibilities, lack of motivation, and limited opportunities to participate. Similarly, Gumiran (2024) found that the degree of participation of the beneficiaries is an important factor in the success of extension programs, as the more they participate, the more successful the extension program and community participation are. The results obtained are consistent with the observations of the participants that the three factors listed can influence stakeholders' participation in community extension work.

Lack of Follow-Up Activities and Program Continuity. Some respondents commented on the lack of follow-up activities or challenges for keeping community extension programs. The respondents expressed the need for continuity and follow-up in extension activities, and one of the areas to be attended to was identified.

Participants simply stated:

"No follow-up activity."

"Continuity of the program – budget sometimes becomes a problem."

Many extension initiatives are implemented only once, limiting opportunities to monitor progress, evaluate long-term outcomes, and provide continued support to beneficiaries. Resource constraints, particularly budget

limitations, further hinder the sustainability of extension activities. Without consistent follow-up, it becomes difficult to determine whether program objectives have been achieved and maintained over time. The findings emphasize the need for structured continuity plans, regular monitoring and evaluation, and adequate resources to sustain meaningful community partnerships and long-term program impact.

As noted by Asio (2022), it is important to note that the impact of the community extension program and its sustainability – as well as how well the goals are being met over time – can only be evaluated through continuous monitoring and evaluation after implementation. Quintana (2026), in turn, found that the sustainability of extension in higher education is dependent on the continuous use of the services, the adequate monitoring and constant contact with the community to guarantee the effectiveness of the services and their continuation. The results of these studies corroborate the participants' answers about the potential lack of follow-up activities and problems with sustaining program continuity, which raises questions about the effectiveness and sustainability of community extension activities.

4.4 Proposed Enhanced Community Extension Plan

The proposed Enhanced Community Extension Plan was developed based on the findings of the study, particularly the indicators that received the lowest mean ratings in the implementation of the institution's community extension activities. Although the overall implementation was rated satisfactory, the results identified opportunities for improvement in the areas of needs assessment, planning and design, monitoring and evaluation, and sustainable activities. To address these concerns, the plan outlines targeted strategies and activities aimed at enhancing the quality, effectiveness, and long-term sustainability of the institution's community extension programs. To strengthen the Needs Assessment and Planning and Design dimensions, the plan proposes the Needs Assessment Validation and Results Dissemination Forum and the Collaborative Planning Session. These activities promote stakeholder participation in validating community needs, communicating assessment results, identifying priorities, allocating resources, and developing appropriate implementation strategies. By engaging faculty, students, parents, and community partners, the institution can ensure that extension programs are more responsive, inclusive, and evidence-based.

For the Monitoring and Evaluation and Sustainable Activities dimensions, the plan recommends developing Standardized Monitoring and Evaluation (M&E) Tools and Performance Indicators and implementing Sustainability and Continuity Planning. These activities will strengthen program monitoring, improve documentation and decision-making, and support continuous communication, resource management, and long-term community ownership. Overall, the proposed plan provides a practical framework for improving stakeholder engagement, program implementation, and the lasting impact of the institution's community extension initiatives.

5. Conclusion

Based on the findings, it can be concluded that the institution has been able to implement the community extension activities effectively in terms of needs assessment, planning and design, monitoring and evaluation, and sustainable activities. The respondents were mostly positive about these areas, suggesting the institution has developed effective procedures to identify community needs, plan appropriate interventions, track program implementation, assess program effectiveness, and foster program sustainability. However, there is a significant variance in the rating of program implementation by employees, students, and stakeholders, indicating that there are differences in their experiences and views of program implementation. This underscores the need to build stronger partnerships, communication, and stakeholder engagement among the extension programs to ensure that there is a single-minded understanding of the extension programs. Furthermore, the problems faced, including lack of funds, lack of participation, and lack of follow-up activities, suggest potential areas for improvement. The discussion of these concerns in the proposed Enhanced Community Extension Plan can aid in program implementation, the sustainability of programs, and the positive impact of the institution's extension services on its partner communities.

Recommendation - The findings of this study offer several practical implications for educational institutions. Teachers and extension coordinators may use the results to improve needs assessment, strengthen stakeholder participation, and develop more effective monitoring and evaluation practices. Students, in turn, can gain more opportunities to develop leadership skills, social responsibility, and a stronger sense of community engagement. Likewise, schools may use the proposed enhancement plan to build stronger partnerships, manage resources more effectively, and ensure the long-term sustainability of their community extension programs.

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