

Introduction of Off-Site Promotion and Enrolment Transaction in Salay Community College

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ABSTRACT

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The youth is the hope of the nation. Through educating the youth, a society can thrive for generations. Jean-Jacques Rousseau's natural education theory is where this study is anchored. This research focuses on the introduction of off-site promotion and enrollment implemented at Salay Community College, Salay, Misamis Oriental, Philippines. This study used grounded theory, specifically thematic analysis research. The study underwent a process and used the Institutional Quality Improvement: Scheming, Attaining, Correcting, and Creating (SACC), which is patterned after the Plan, Do, Check, and Act (PDCA) Cycle Framework. The data was thoroughly documented. The information was gathered through three steps: Open coding, Axial coding, and theory formation. The respondents were three (3) students from each of the three programs



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(Bachelor of Early Childhood Education (BECED), Bachelor of Technology and Livelihood Education (BTLED), and Bachelor of Science in Entrepreneurship (BS Entrep) who enrolled during the Off-Site Promotion and Enrolment Transaction and the school personnel who conducted and implemented the transaction. The respondents' experiences were taken through individual and focused-group interviews. The result showed that the transaction was instrumental in bringing back the out-of-school youth, school dropouts, and those who stopped because of financial problems. This also resulted in an increased number of enrollees. It is recommended that the transaction be conducted in other municipalities, especially far-flung places, and materials and internet connection should be secured for easy online registration flow.

INTRODUCTION

Higher education institutions play a crucial role in nation-building. This reality is emphasized in the United Nations Development Program [UNDP] (2024) Sustainable Development Goal (SGD) 4 on Quality Education, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The Global Convention on Higher Education last March 7, 2024, at the UNESCO Headquarters, highlighted the challenge of the current status of higher education to ensure universal access to quality and affordable higher education and fair and transparent recognition of qualifications. The Convention placed special emphasis on the robust framework that will support interuniversity collaboration and student mobility, which will benefit millions of students and holders of higher education credentials worldwide. It also addressed the difficulties posed by new delivery models, including quality assurance and regulators, as well as distance learning and other international higher education. The United Nations Academic Impact (UNAI) (2021) is aimed at supporting and contributing to the realization of the goals and missions of the UN, and one of those is access to education. The European Commission (2022) showed that Europe faces major challenges and aims towards a greener, more inclusive, and more digital European Union.

The Philippine higher education landscape is full of challenges and opportunities regarding equity and quality (Yee, 2022). Access to higher education for low-income families is one of the issues. At present, there are still youth who are not attending tertiary education. Some of them work in the hinterland as farmers and household helpers in the city, and some opt to stay at home to take care of siblings and elderly members of the family. According to Ngoma and Mayimbo (2017), the concept of monetary poverty affects how people live and societies in parallel. In particular, the phenomenon of material poverty, which has a high impact on mentally ill individuals, negatively affects people physically as well.

To address some of the challenges transpiring the country's educational system, the Republic Act No. 7722- An Act Creating the Commission on Higher Education, Appropriating Funds Therefor and for Other Purposes, otherwise known as the "Higher Education Act of 1994," has been enacted. Last May 9, 2024, the Commission on Higher Education (CHED) and the Unified Student Financial Assistance System for Tertiary Education (UniFAST) intensified the implementation of RA 10931 (Universal Access to Quality Tertiary Education Act) to prioritize the poorest students for the program.

Salay Community College (SaCC) of Salay, Misamis Oriental, was created through Municipal Ordinance No. 22, Series of 2017, to provide quality and accessible education to the residents of Salay and its neighboring municipalities: Balingasag, Lagonglong, Binuangan, Sugbongcogon, Kinoguitan, Balingoan, Talisayan, and Medina. As a community college, the institution desires to make education accessible to students, especially the poor and the underprivileged. Based on the summary of enrollment provided by the Records and Registry Office, 13 enrollees from Balingasag enrolled during the second semester of the Academic Year 2022-2023 despite having the largest number of populations in Region X at 46,081.

In the summer of 2023, the school administration of SaCC and the Local Government Unit (LGU) of Salay had an intensive and extensive promotion to all barangays in Salay and nearby municipalities. Based on the interviews conducted during the promotion, most senior high school students opted not to continue their college education because they lacked financial support. Transportation was one of the problems cited. Even paying for the enrolment was hard for them. With this pressing reality, the institution's administration, faculty, and staff, with the support of the Local Government Unit of Salay, introduced the "OFF-SITE PROMOTION AND ENROLMENT TRANSACTION" Intervention to give access to quality education to poor but deserving students in the place.

This study assessed how the intervention has been implemented, the challenges encountered, and the opportunities achieved during its implementation. The study specifically answered the following domain of inquiry.

FRAMEWORK

This study anchored on the Natural State of Education, Rousseau (1762). He advocated that the most important thing is to follow the principle of nature, that is, to pursue the natural nature of human beings through education to achieve freedom. According to Shi (2024), the essence of education is to lead all students to achieve all-round development so that they have a healthy body and mind and can achieve educational goals through a variety of ways.

This study used Institutional Quality Improvement, dubbed SACC, which is patterned after the Plan, Do, Check, and Act (PDCA) Framework. The PDCA model was established in the 1950s by William Deming as an improvement

method based on the scientific problem-solving process. According to Rosa and Broday (2018), the PDCA cycle is the methodology of effectiveness in continuous improvement, the tool used in institutions with problems of improvement. The PDCA Cycle is a four-step quality improvement and productivity improvement process. As an institution, Salay Community College is using the Scheming, Attaining, Correcting, and Creating (SACC) Framework to improve processes. This is patterned after the PDCA of Deming 1950.

The activity was jointly implemented by the Records and Registry Office, the Guidance and Counseling Office, the Finance and Cashiering Office, the Student Affairs and Services Office, and the College President’s Office, together with the heads of the three programs, the Local Government Unit (LGU) of Salay, in collaboration with the school’s industry-partner MINERGY Power Corporation, and the Barangay Council of Mandangoa, Balingasag.

The off-site promotion and enrollment transactions were done to reach out to those who have dropped or stopped schooling, including those who did not enroll in college due to financial difficulties. The intervention addressed many problems, especially transportation, document processing, and lack of awareness about the school’s programs, particularly the UniFAST Law.

Figure 1
The Schematic Presentation of the Study

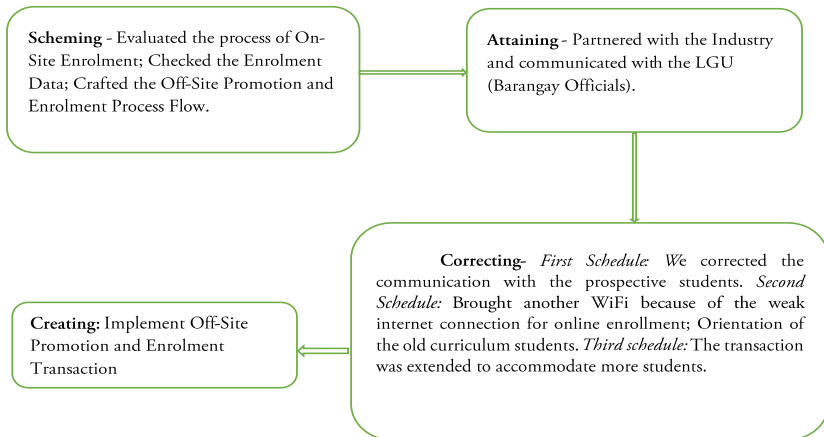


Table 1*Process of OFF-SITE Promotion and Enrolment Transaction*

School	Partner Industry	Partner Barangay
Partner with Industry	Contact Barangay Official	Inform residents about Off-Site Enrolment Transaction
Enrolment Process	· Provide venue and snacks	· Facilitate the transportation of prospective enrollees to the Off-Site Enrolment Transaction venue.
· Online Registration		
· Orientation (Old Curriculum prospect enrollees)		
· Entrance Exam (Open Admission)		
· Facilitate Loading of Subjects per program		
· Evaluate the Documents		
· ID Pictorial		

OBJECTIVES OF THE STUDY

The study aimed to (1) analyze the enrollment data from Balingasag for the past five years, (2) identify the factors influencing enrollment from Balingasag, (3) examine how key student-informants became aware of Salay Community College, (4) investigate how key student-informants became aware of UNIFAST, (5) explore the experiences of key personnel-informants with the “On-Site and Off-Site Promotion and Enrollment,” (6) assess the impact of the Off-Site Promotion and Enrollment Transaction on Salay Community College.

METHODOLOGY

Research Design

This study implored Thematic Analysis. It is a qualitative research method that systematically organizes and analyzes complex data sets. It includes identifying themes through careful reading and re-reading the transcribed data (Cassell & Symon, 2004; Rice & Ezzy, 1999). A rigorous thematic analysis approach can produce insightful and trustworthy findings (Nowell et al., 2017). Braun and Clarke (2006) argue that thematic analysis is theoretically flexible for identifying, describing, and interpreting patterns (themes) within a data set in great detail.

Research Site

The study was conducted in one of the community colleges in Misamis Oriental. The institution received Institutional Recognition [IR] from the Commission on Higher Education (CHED). The institution is governed by the Local Government Unit (LGU). The school offers free tuition and other fees because of the implementation of RA 10931 (Universal Access to Quality Tertiary Education Act) to prioritize the poorest students for the program.

As a local higher education institution, it is its responsibility to make education accessible, especially to socio-economically deprived youth. Thus, off-site promotion and enrollment transactions were implemented.

The intervention was conducted in Balingasag, considering that the town is one of the biggest in terms of population in Misamis Oriental and that there were only 13 enrollees from the place. Barangay Mandangoa was considered the place of the implementation because it was where the partner industry was located, and it is one of the big barangays based on the data posted on PhilAtlas (n.d.); the population of Mandangoa, Balingasag, as of the 2020 Census, was 4,356.

Participants and Sampling Technique

The researchers used purposive and convenience sampling techniques. Purposive sampling refers to intentionally selecting participants based on their characteristics, knowledge, and experiences, and convenience sampling involves recruiting individuals primarily because they are available, willing, or easy to access or contact on a practical level.

All the key student participants were enrolled during the Off-Site Promotion and Transaction in Balingasag, and those school personnel were the implementers of the activity. The key informants of the study were three (3) students from each of the three programs who were from Balingasag and had participated in the Off-Site Promotion and Enrolment conducted by Salay Community College personnel. Another group of informants was the three (3) school personnel who joined and implemented the Off-Site Promotion and Enrolment transaction. There were 12 respondents, with 3 males and 9 females.

Data Gathering Procedure

The researcher wrote a letter asking for permission from the School President to conduct the study. After securing the consent and endorsement from the Office of the College President, the researcher wrote to the Program Heads of the three programs: Bachelor of Early Childhood Education (BECED), Bachelor of Technology and Livelihood Education (BTLED), and Bachelor Of Science in Entrepreneurship (BS Entrep) asking permission for the three students per program to be key informants (respondents). The letter of permission was also given to the personnel who implemented the Off-Site Promotion and Enrolment Transaction.

After this, each key informant was given a letter of invitation. After obtaining the letter of consent stated in the invitation, the schedules of group interviews for students and individual interviews for school personnel were arranged. Respondents were assured of the confidentiality of their responses by signing a letter of invitation to become a respondent.

Research Ethics Protocol

The researchers observed the ethical process. The researcher wrote a letter to the concerned offices and institutions involved in the study. After securing the consent and endorsement from the Office of the College President, the researcher wrote to the Program Heads asking permission for the three students per program to be key informants (respondents). After obtaining the approval to conduct the study, a formal invitation letter was obtained from each key student informant.

Aside from the student informants, the researchers interviewed three [3] school personnel. The researchers secured consent permits from all key informants to participate in the study. Additionally, the key informants were guaranteed that their responses would be handled with the utmost confidentiality in observance of the provisions of RA 10173 or the DATA PRIVACY ACT OF 2012. The one-to-one interview [conversation] was conducted based on the agreed-upon time and venue and the availability of the key informants.

Data Analysis

The information was gathered through three steps: Open coding, Axial coding (Corbin & Strauss, 2015), development of concepts, grouping concepts into categories), and theory formation. In the open coding stage, the researcher analyzes the text and identifies interesting phenomena in the data. Normally, each unique phenomenon is given a distinctive name or code. The development of a concept precedes the identification of unique phenomena, patterns, and behaviors. This is followed by code categorizing, which can help ensure that the concepts stay as close to the participants' words. The last stage is theory formulation (creating inferential and predictive statements about the phenomena recorded in the data.

RESULTS AND DISCUSSION

Based on the data presented in Table 2, the number of enrollees per year has increased. Academic Years 2021-2022 and 2022-2023 showed a small increase in enrollment. For the First Semester of the Academic Year 2023-2023, enrollment multiplied with the introduction of the Off-Site Promotion and Enrolment Transaction. The study by Santos (2018) emphasized that an increase in enrollment in a class and the number of applicants for public higher education both impact the quality of education.

Table 2*Enrolment data from Balingasag for the past 5 years*

Academic Year	2019-2020 No Off-Site	2020-2021 No Off-Site	2021-2022 No Off-Site	2022-2023 No Off-Site	2023-2024 With Off-Site
Total Enrollees	450	810	1,302	1,310	2,430
Enrollees from Balingasag	10	13	11	13	358

The implementation of Republic Act No. 10931, known as the Universal Access to Quality Tertiary Education Act, had a big impact on student enrollment in college. According to the law, all Filipino students enrolling in courses leading to a bachelor's degree in any State Universities and Colleges (LUCs) will be exempt from paying tuition and other school fees. Free Higher Education Act 2017 seeks to provide mechanisms for the participation of all socio-economic classes in tertiary education, provide all Filipinos with equal opportunity to quality tertiary education, and give priority to academically able students from poor families. Amaral (2022) tuition fees have a huge percentage in college education. However, the cost of living, housing payments, student loans, and other socio-educational costs and situations prevent the students from enrolling in their chosen tertiary education, where socioeconomic status is the most important aspect.

Table 3*Factors Influencing the Enrolment from Balingasag*

Key Student-Informants	Ngano karon kapa nag-enroll? (Why are you only enrolled now?)	Unsay rason ngano wala ka nag-enroll before? (What was the reason why you did not enroll before?)	
BECED	Student A (Female)	Not known SaCC	Enrolled in another school
	Student B (Female)	Not known SaCC	Got married
	Student C (Female)	Financial Constraints	Got Married
BS Entrep	Student A (Male)	Financial Constraints	Financial Constraints
	Student B (Male)	Financial Constraints	Financial Constraints
	Student C (Male)	Financial Constraints	Financial Constraints
BTLED	Student A (Female)	No Form 137	Enrolled in another school
	Student B (Female)	Financial Constraints	Financial Constraints
	Student C (Female)	Enrolled in another school	Enrolled in another school

Ngano karon kapa nag enroll? (Why are you only enrolled now?)

Financial Constraints

The result showed that the main reason the student informants could not proceed to college was “financial constraints.” Some opted to work to provide food for the family rather than continue their studies. (Session number 004, Line 62-63). Another remarkable factor was “getting married” at an early age. (Session Number 004, Line numbers 102-103, 113-114). This is supported by the study of Chenge et al. (2017), who state that financial constraints affect students’ success and dropout rates.

Financial constraints were one of the reasons students stopped schooling or opted to enroll in vocational courses rather than a four-year degree program. According to Anders and Henderson (2019), the higher shares enrolled in vocational education in some countries identified as dual systems of education, both of which tend to intensify the impact of family socioeconomic background on educational inequalities. According to the study by Cruz (2021), students were worried about where to get the money for supplies and daily needs for school because of limited budget and or resources.

From the study by Garcia (2018), students with socio-economically deprived backgrounds saw free higher education as a way to increase their chances of finishing a degree. These students believed eradicating financial obstacles would improve their chances of being admitted to public higher education institutions and finishing their studies. Quality education plays a part in compensating for the disadvantage of students from a low-income background. Additionally, The Philippine News Agency (2017) quoted that only 23% of Filipinos can finish college due to financial constraints.

Unsay rason ngano wala ka nag enroll before? (What was the reason why you did not enroll before?)

Sacrifice for the Family

In the Philippines, the study by Abdurahman et al. (2021) presented that most parents are almost limping in the quagmire of financial woes and misery, and quality education is no doubt far from reality. Conversely, Santos (2018) and Garcia (2018) noted in their research that students’ perceptions of free higher education are significantly shaped by their socioeconomic background.

The key student informants did not enroll before because of financial constraints that led them to work for the family. (Session number 006, Line numbers 12-13). Others did not continue their studies and dropped out of school. This result is supported by the study of Parreño (2023), which found that student employment was the root cause of dropouts in the Philippines in 2008 and 2013, respectively. According to the study by Meneses and Marlon (2020), students drop out of school due to a lack of financial resources or low economic status.

According to Norazlan et al. (2020), most students struggle to make ends meet because they come from underprivileged families. Acang et al. (2019) added that students with families of low financial status have experienced a shortage of money resources that could potentially negatively affect the student's academic performance.

Table 4
Knowledge about Salay Community College

Key Student-Informants	Asa ka nakahibalo sa Salay Community College? (Whom/Where did you know Salay Community College?)	Nakadasig ba sa imong pag skwela ang pagdala sa enrolment dinha sa imong barangay? (Did the enrollment that brought you to your place encourage you to continue your studies?)	
BECED	Student A (Female)	Employer	Yes, Opportunity
	Student B (Female)	Friend	Yes, Blessed
	Student C (Female)	Family Member	Yes, Grateful
BS Entrep	Student A (Male)	Co-employee	Yes, Hopeful
	Student B (Male)	Relative	Yes, Optimistic
	Student C (Male)	Off-Site Promotion and Enrolment	Yes, Hopeful
BTLED	Student A (Female)	Off-Site Promotion and Enrolment	Yes, Excited
	Student B(Female)	Family Member	Yes, Staff were approachable
	Student C(Female)	Off-Site Promotion and Enrolment	Yes, Grateful and Hopeful

Asa ka na nakahibalo about Salay Community College? (Whom/Where did you know Salay Community College?)

Blessed and Grateful

When asked where they heard about Salay Community College, they learned about SaCC from family members and friends during the Off-Site Promotion and Enrolment transaction. Since most of the students were from the hinterlands of Balingasag and had limited access to the Internet, it was difficult for them to learn about Salay Community College and its free tuition and miscellaneous fees. This is supported by the study of Reyes (2020), who states that first-year college students lean towards a favorable interpretation of free higher education. They regarded it as a chance to pursue their educational goals without financial constraints. Santos (2018), on the other hand, stated that students from lower socioeconomic backgrounds are likelier to believe that free higher education will

increase their chances of getting a job and alleviate their poverty.

The theme extracted from this table is “Optimism and Gratefulness,” which this transcript supports (Session 004, Line numbers 339-340). Epstein and Sheldon (2019) state that student success should drive family involvement, facilitating good school relationships.

Nakadasig ba sa imong pag skwela ang pagdala sa enrolment dinha sa imong barangay? (Did the enrolment which was brought in your place encouraged you to continue your studies?)

Optimism and Hopeful

Regarding the impact of the Off-Site Enrolment transaction asked in support question on access to quality education in Salay Community College, the respondents showed overwhelming optimism and gratitude for allowing the enrolment to take place (Session Number 004, Line numbers 353-354).

According to the study by Peng (2018), Filipinos have a profound regard for education, which they view as a main avenue for upward social and economic mobility. Parents tried their best to send their children to school but were hindered by poverty or limited access to finances. Thus, free education is already a chance for them. The respondents did not have access to free education because the higher education institutions in Balingasag are privately owned. Thus, tuition fees are expensive, which the respondents cannot afford. They opted to work and find a job to help their family and missed their desire to pursue a college degree.

CHED UNIFAST (2017) states that lower-income students would be prioritized based on budget availability. Lim et al. (2018) specified that the Act allows all Filipinos to access quality tertiary education and commits to “provide adequate funding,” potentially establishing universal access.

Table 5
Knowledge about Unified Student Financial Assistance System for Tertiary Education UNIFAST

Key Student-Informants	Unsa imong nahibaw-an about UNIFAST? (What did you know about UNIFAST?)	Ang imong nahibaw-an about sa UNIFAST, nakapaghat sa pag enroll sa Salay Community College? (On your knowledge of the UNIFAST, did it encourage you to enroll in Salay Community College?)
BECED	Student A (Female)	Student financial assistance Yes, Helpful and Grateful
	Student B (Female)	Student financial assistance Yes, Grateful
	Student C (Female)	Student financial assistance Yes, Grateful and Blessed

BS Entrep	Student A (Male)	Educational Financial assistance	Yes, Grateful
	Student B (Male)	Student subsidy	Yes, Grateful
	Student C (Male)	Government scholarship	Yes, Grateful
BTLED	Student A (Female)	Student subsidy	Yes, it is free tuition
	Student B (Female)	Not familiar	Yes, it is free tuition
	Student C (Female)	Student Subsidy	Yes, it is free tuition

Unsa imong nahibaw-an about UNIFAST? (What did you know about UNIFAST?)

Familiarity with the School

Support Question 1 showed that the respondents were familiar with UNIFAST because it was introduced during the Off-Site Promotion and Enrolment Transaction, and they knew it from their friends who happened to study at Salay Community College (Session Number 006, Line Number 59, 86).

The UNIFAST is a grant given to underprivileged students (Rappler, 2017). CHED ensures that HEIs meet the guidelines stated by the law, especially the consultation requirement, proper allocation of tuition fees, and strict adherence to the guidelines. According to Lim et al. (2018), the purpose is to primarily focus on tackling dropout rates, with only a quarter of students currently graduating from higher education, and assist students dropping their education due to financial difficulties. In his study, Purigay (2020) expressed that financial assistance (UNIFAST) inspires students to attend class regularly and explore knowledge and skills.

Ang imong nahibaw-an about sa UNIFAST, nakapa-aghat sa pag enroll sa Salay Community College? (On your knowledge on the UNIFAST, did it encourage you to enroll in Salay Community College?)

Hopeful with Perseverance

This question expressed the significant impact of UNIFAST on students' desire to continue their studies in college and that Salay Community College was an instrument for them to pursue and finish a college degree. (Session Number 004, Line numbers 354-358) (Session 006, Line numbers 246-247). This result is firmly supported by the study of Nguyen et al. (2019) that financial aid can help community college students persist in their goals and be motivated to perform in completing their degrees.

The result was affirmably supported by the study of Sy et al. (2018), which showed that the average Filipino family would need an aggregate income of

42,000 pesos to live above the poverty line. This was also emphasized in the Profile of Tertiary Education Students (TES). Recipients had an aggregate income below 10,000 pesos, which is low for a family of five.

Epperson and Dickler (2019) state that families rely on financial aid to cover the cost. This is similar to the study by Purigay (2020); financial assistance has played a significant role in alleviating the educational expenses of students to finish their degree, attend classes regularly, aim for higher grades, and participate in varied school activities, as well as focus on their lessons and projects.

Table 6

Experiences of the key Personnel Informants of the On- and Off-site Promotion and Enrolment Transaction

Key Instructor-Informant	Describe your experiences of the On-Site Enrolment.	Describe your experiences of the Off-Site Promotion and Enrolment Transaction.	What is new about Off-Site Promotion and Enrolment Transaction?
Personnel #1 (Role Model)	Traditional	Excited	Opportunity for easy access
Personnel #2 (Trendy)	Organized	Fun and challenging	Efficient with time management
Personnel #3(Persistent)	Organized	Struggled	Overwhelmed by the number of prospective students

Describe your experiences with on-site and off-site enrollment. What is new about Off-Site Promotion and Enrolment Transaction?

Fun but Challenging

The result showed that personnel's experiences in an on-site enrolment were organized and done as usually practiced. The Off-Site Promotion and Enrolment Transaction was newly introduced, and based on the result of support question number 2; the respondents expressed excitement because it was the first and even heard of bringing enrolment to the community. (Session Number 002, Line numbers 19-20).

Another remarkable sight was the parents accompanying their children to the enrollment site. They even expressed gratitude for bringing the SaCC enrolment to their place. Though some personnel expressed difficulties in online registration because of low internet signal and a limited number of Examination Booklets, the enrolment was still pushed through.

According to Rahiem's study (2021), supportive parents can enhance their students' confidence and motivation, allowing them to tackle academic challenges more efficiently. In terms of employment, Igbozuruike and Ukaigwe (2019) expressed in their study that the rising issue of graduate unemployment appears to impede parents' willingness to educate their daughters.

Table 7*Impact of the Off-Site Promotion and Enrolment Transaction in Salay Community College*

Key Instructor-Informant	Describe your experiences of the On-Site Enrolment.	Describe your experiences of the Off-Site Promotion and Enrolment Transaction.	What is new about Off-Site Promotion and Enrolment Transaction?
Personnel #1 (Role Model)	Traditional	Excited	Opportunity for easy access
Personnel #2 (Trendy)	Organized	Fun and challenging	Efficient with time management
Personnel #3 (Persistent)	Organized	Struggled	Overwhelmed by the number of prospective students

What are the benefits of the Off-Site Enrolment Transaction?***Widened Access to Education***

The Off-Site Promotion and Enrolment Transaction increased enrollees. Based on the data from the Records and Registry Office, Balingasag had an average of 12 enrollees for the past four years and jumped to 358 after the conduct of the Off-site Promotion and Enrollment. (Session Number 002, Line numbers 57-58).

Marketing plays a crucial role in school enrollment, aiming to create awareness, generate interest, and convert prospects into enrolled students, Maclaughlin (2023). The Off-site promotion is a way of bringing Salay Community College to the youth, especially those in the hinterlands. Off-site promotion is also physical promotion. According to Andrews and Shimp (2017), promotion consists of all market activities. This includes physical promotion. This will be able to reach potential consumers or clients. According to Ahn et al. (2021), promotion can influence the decision to choose a college, the image of the university, and the quality of education.

What were the challenges during the Off-Site Promotion and Enrolment Transaction? How did it strengthen the Access to Student enrolment?***Slow Internet Connection and Manpower***

One of the identified challenges is the slow internet connection. Limited access to the Internet was one big challenge for the school personnel facilitating the promotion and enrollment, as well as those students who had difficulty accessing and registering online due to poor connectivity and lack of laptops, considering they were only using their cell phones to register online. (Session Number 001, 153-154).

In the Philippines, not all places are internet-enabled, and even the supply of power in rural areas is lacking, according to a study by Illahi et al. (2020). This corresponded to the study of the Department of Information and Communications Technology [DICT] (2017), the internet penetration rate for the majority of the population in the Philippines remains low, with estimates for Internet usage at 43.7% of the population, mobile penetration is high at 101%, but 30.0% smartphone is relatively low.

According to a study by Sanchez (2020), even though there are 75.66 million people who can access the Internet through their mobile phones in the Philippines, almost one-fourth of the population in the country does not have this kind of application. Students belonging to poor families in the Philippines have a limited number of cell phones, and if they ever have one, it cannot be used to access the internet to view and download their course requirements.

The Off-Site Promotion and Enrolment transaction showed a big increase in enrollees because the school brought laptops and MODEM for internet connection. This strengthened access to free higher education at Salay Community College.

CONCLUSIONS

Based on the findings, the Off-Site Promotion and Enrolment Transaction brought out-of-school youth, school dropouts, and financially deprived youth back to school. The intervention gave hope to families whose finances hindered their family members from continuing tertiary education. The Off-Site Promotion and Enrolment Transactions helped not only in terms of promoting the programs of the school and increasing its enrollment but also in promoting the UniFAST Law. The transaction facilitated and allowed poor residents of Balingasag who did not have access to quality education to finally pursue education. It resulted in an increased number of enrollees who were grateful to have access to free education and be able to help their families in the future.

The endeavor also showed a sense of responsiveness to the community's needs, and poor youth were given a chance to have a good and promising future. This also enhances strong partnerships and collaboration among school administration, the Local Government Unit, and industry partners in promoting quality and accessible education as highlighted in the United Nations Development Program (UNDP) Sustainable Development Goal (SGD) 4 on Quality Education, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

TRANSLATIONAL RESEARCH

The findings of this study can be the best reference for all school administrators of all community colleges who are trying to make institutional programs accessible to students who are underprivileged or with low socioeconomic status. The Process of the OFF-Site Promotion and Enrolment Transaction can be modified based on the context of the place.

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