

Assessment of Student Services in a State University for Policy Recommendations

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Abstract This study assessed the implementation of student services of a State University for policy recommendation. The study utilized a descriptive research design with both quantitative and qualitative approaches. The respondents included 372 randomly-selected students from one state university. Results revealed that the university attended to the students' needs through the services offered by the Office of Student Affairs. Most of the students' rating on the effectiveness and the awareness of the services are at Very Good and Fair levels. The factors that contributed to these ratings are visibility of services and friendliness of staff. However, gaps were identified such as lack of infrastructure for residential services, and inadequate information dissemination. These gaps may be addressed by creating job placement opportunities and an alumni directory, installing stable internet connection, hiring of a doctor and a dentist for all campuses, conducting more multi-faith activities, improving access to offices and disseminating information promptly in order to improve the provision of services to the clientele.

Keywords: Assessment, policy recommendations, student services

Introduction

Students come into the university with little knowledge on where to go or how to best proceed. Thus, they need guidance and tools to get over the hurdles of university life and get back on track. “Student Services” can provide for many of these needs. Augmenting and improving the students’ experience from first contact until they become alumni is critical to the success of both the student and the university.

The student support services office is expected to be proactive in ensuring that no student is left at a disadvantage as a result of the University or any of its services. In addition, there is a linkage with external agencies in the local community, encouraging them to develop their services with students in mind. All students are encouraged to develop a sense of personal responsibility and to make their own decisions. In particular, the office promotes individuality, open-mindedness, and critical thinking, together with respect and equity.

Comprehensive and coordinated student support services are critically important for the social, emotional and character development of students and the development of learning environments that are conducive to student achievement of high academic standards. Student support services foster positive relationships among educators and students, thereby increasing students’ attachment to school, which serves as an essential link between students, their families, school resources and community-based health and social services.

Brock (2010) as cited by Rudge (2014) argue that students need assistance with everything from figuring out which courses to take, how to register for classes and apply for financial aid, and what social resources they can use to help them during this period of transition. Brock postulated that as students’ progress through their college career, they may need help resolving personal or academic problems that hinder their

goals. In fact, Good Universities Guide (2017) claimed that support services are really needed by students especially to assist them with any problems including those of academic or personal nature. However, Student Services vary depending on campus size, student numbers, and funding from student contributions.

Student Services (Global and National)

Student services, in its modern form, is generally credited as a phenomenon from American education; however, it has developed to be an integral part of all universities around the world (Ciobanu, 2013). Supporting and enhancing the student experience (academic, social welfare, and support) from first contact through to becoming alumni is critical to success in higher education.

Batool, Qureshi and Raouf (2010) shared that Higher Education Institutions (HEIs) must demonstrate the following attributes of efficient Student Support Services: responsive to student needs and strengths, consistent with institutional mission, supportive to student learning objectives, easily accessible, adequate student advisory services and processes, efficient professional cadre to provide students' support and advisory services, effective system of redressing the students' grievances and complaints, updated and complete record of student complaints, grievances and institutional responses, built-in mechanism of student support services assessment, and using assessment results for further improvement.

In the Philippines, Villanueva (2009) discussed that the mission of student affairs offices is to provide support the academic and research functions of the university. Cadag (2017) also found that effective student services is highly related to students' development in terms of intellectual, social, cultural and political aspects. Generally, student services offered are satisfactorily implemented. However, there have been few studies on policies to formulate effective student services (Eisma, 2015).

Philippine Government Mandate on Student Services

The changes in the Philippine educational setting, with the implementation of the K-to-12 program and RA 10931 (Universal Access to Quality Tertiary Education Act), has put new challenges and increased the pressure for universities to provide effective student services programs. These services and activities are recognized by educators as instrumental to academic performance, social growth and formation of positive student attitudes (Ibbarientos, 2015).

In 2013, the Commission on Higher Education (CHED) issued CMO No. 09, s. 2013, otherwise known as Guidelines on Student Affairs and Services Program. The said policy orders all HEIs to adopt the implementing standards for Student Affairs and Services Program. This memorandum set the guidelines, aims, and minimum standards on student services in order to promote access to quality, relevant, efficient and effective student affairs and services, support student development and welfare, and ensure that all HEIs provide holistic approach for Student Affairs and Services and comply with the minimum requirements for student affairs and services. Hence, the quality of university programs output and outcomes can be measured based on the minimum standard set for.

Based on the CHED CMO no. 9, s. 2013, the Institution shall make available to all students the information materials on institutional mission, vision and goals, academic rules and regulations, student conduct and discipline, student programs, services and facilities and such other information necessary for student development. Also, there shall be a regular comprehensive orientation program for new and continuing students. There shall be an organized, updated and readily available educational, career, and personal/ social materials such as information materials that include legislations affecting students a) students' rights and

responsibilities, b) guidelines on drug abuse prevention and control, c) sexual harassment, d) HIV AIDS, and e) self-care and healthy lifestyles.

Student Services specified in the CHED CMO are: 1) Scholarships and Financial Assistance subject to appropriate screening and monitoring procedures; 2) Health Care Services administered by licensed medical, dental and allied professionals; 3) Guidance and Counseling Services to maintain students' cumulative records which contain relevant information; 4) Career and Placement Services for networking, job placement and skills development; 5) Safety and Security Services; 6) Student Discipline with gender-sensitive rules and regulations to define appropriate student conduct; 7) Student Housing; 8) Services for Students with Special Needs; 9) International Students Services; 10) Admission Services; 11) Student Development Programs and Services for the enrichment of leadership skills and social responsibility; 12) Student Organization and Activities; 13) Sports Development Programs; 14) Cultural Programs; and 15) Multi-faith Services.

Guided by its mission, the participant university is geared towards producing globally competent professionals, leaders and entrepreneurs through technological breakthroughs in research, efficacy of extension and efficiency in production to ensure the realization of its vision to be an academic pillar of excellence. As stated in its student handbook, it offers guidance and counseling services, health services, library services, student organizations, student publications, and socio-cultural activities. Assessment on the implementation of the university student affairs services program is an attempt to determine what areas should be focused on in order to improve the delivery of services to the intellectual consumers.

Thus, this study determined the areas needing improvement and assessed the implementation of the student's services in the university through the Office of Student Affairs (OSA) for policy recommendations.

Specifically, this study sought to answer the following:

1. What are the existing services offered by the OSA as assessed by the students?
2. What is the extent of effectiveness of student services offered by the University under OSA?
3. What is the awareness level of the students in the services under OSA?
4. What are the identified gaps in the services of office of student affairs?

Methodology

Research Design

Descriptive research design was used in this study to describe the current state of student services in the university. The focus is on describing the characteristics of a phenomenon, and thus, observation and survey tools are employed to gather data (Nassaji, 2015). It uses both quantitative and qualitative approaches. It involves collections of quantitative information that are tabulated to describe categories of information in a group situation. In the qualitative aspect, it gives a better and deeper understanding of a phenomenon on the basis of an in-depth study of the phenomenon.

Participants

The total number of respondents were selected using stratified random sampling to assign each member of the study population to a homogeneous group. Then, simple random sampling was implemented to obtain 372 students-respondents from the five campuses of the university. For the interview,

the researcher identified five key informants in each campus, who were chosen through random sampling based on the list of students. There were 123 respondents from Campus A, 106 respondents from Campus B, 48 respondents from Campus C, 16 from Campus D, and 79 from Campus E.

Instruments

The study used the standardized questionnaire from CHED (CMO no. 9 series of 2013) Students' Services Assessment. It consisted of four parts: Part I – Respondents' Profile, Part II – Services Offered under Office of Student Affairs, Part III - Rating of Students in the Services offered in the University, and Part IV - Level of Awareness in the Services of the Office of Student Affairs. The instrument used a 5-point scale with each description per level: 5-Excellent; 4-Very Good; 3-Good; 2-Fair; and 1-Needs Improvement. The instrument has a reliability coefficient of 0.827, computed using Cronbach's alpha, and was evaluated by six subject matter experts for content validity.

Data Collection

The researcher sought the approval of the president of the participant institution prior to the conduct of study. After the permission was secured, the researcher secured the consent of the respondents, then disseminated the printed survey questionnaires to obtain the data needed. The respondents were asked to stay in one room to answer the questionnaire during their free period. All survey instruments were retrieved after the respondents accomplished the instrument.

Following the survey in each campus, a random sample of five students were invited to take part in individual interviews which took 20 to 45 minutes and was conducted in an empty classroom. All five interviews were done in one day per campus.

In conducting the sessions, interview protocol was observed. This was subjected to content validation by three subject matter experts. Flow of the interview was casual interaction in order to freely solicit responses from the informants. Interview questions centered on which services under OSA were utilized by students, satisfaction on the services, and suggestions for improvement.

The researcher took into consideration the ethical issues while conducting the study, such as informed consent of the participants and confidentiality of the results. All participants were informed that their participation was voluntary; that they may withdraw at any time without penalty; and that they may choose not to answer any question.

Data Analysis

The data were analyzed and statistically interpreted using percentage analysis and mean. To determine the effectiveness of student services and awareness of students in the services, the researcher used the arbitrary scale below:

Table 1. Arbitrary scale used in interpreting the data gathered

Scale	Description
4.50 – 5.0	Excellent
3.50 – 4.49	Very Good
2.50 – 3.49	Good
1.50 – 2.49	Fair
1.0 – 1.49	Needs Improvement

To supplement the quantitative data collected, interviews with the key informants were conducted. The interview sessions were recorded, transcribed, and analyzed using thematic analysis.

Results and Discussion

This section shows the results of the study aimed at determining the areas needing improvement and assessing the implementation of the student services of a State University that will serve as basis for policy recommendations.

Services Offered by Office of the Students Affairs

Table 2 presents the services offered by the University under the Office of Students Affairs as observed by the students.

Table 2. Respondent Recognition of Existing Services Offered by the University under the Office of Student Affairs

Services Offered	No. of respondents/ %
Information and Orientation Services	351 (94%)
Guidance and Counseling	350 (94%)
Admission Services	343 (92%)
Health Services	340 (91%)
Safety and Security Services	338 (91%)
Sports Development Program Services	340 (91%)
Alumni Services	305 (82%)
Multi-faith Services	287 (77%)
Student Housing and Residential Services	187 (50%)

Results reveal that majority of OSA services are recognized by students, with a percentage of 91% and above. It is evident that the five campuses are performing their services accordingly for the common good of the students. On the other hand, three services had low recognition: Alumni Services; Multi-faith Services; and Student Housing & Residential Services. These less-known services are those that students are either unaware of, or have not availed of. In fact, Student Housing and Facilities were perceived by students and personnel as inadequate or missing (Mercado, Hilario & Nuqui, 2015).

Responses from follow-up interview regarding the utilization of student services are summarized in Table 3. Students stated that they frequently used services which are part of their regular activities and have visible offices. On the other hand, there were services that they could not utilize often due to limited availability of such services.

Table 3. Analysis of Interview Results Regarding Services Frequently Used by Students

Overarching Theme	Broad Code	Examples
1. There are services that students use more often.	Regular Use	<p>“we go to the registrar for enrollment every semester”</p> <hr/> <p><i>May una man kami nga mga equipment kapag may activities sa sports.”</i> (There are equipment every time we have sports activities.)</p>
	Visibility	<p>“<i>may guidance office man sa campus para sa guidance ag counseling</i>” (the campus has guidance office to provide guidance and counseling services)</p> <hr/> <p>“<i>ro security guards una man sa entrance it school</i>” (there are security guards at in the school entrance)</p>
2. Some campus do not provide multi-faith and residential services.	Limited Availability	<p>“<i>May dormitory naman sa school pero di na kami nakapasok kasi limited lang ang capacity.</i>” (The school has a dormitory but we couldn’t get slots because it has limited capacity.)</p> <hr/> <p>“I am not familiar with multi-faith services offered by the school”</p> <hr/> <p>“There is limited multi-faith services, it only happens before every graduation ceremony. But for Roman Catholic, the school sees to it to celebrate mass every month”</p>

Opportunities for regular use and availability are important factors for services to be recognized by students. There are services that students use more often, leading to higher recognition. When asked about the services offered under Office of Student Affairs, respondents from Campus C confirmed:

“Yung pinaka-nakikita namin na service ng OSA ay admission, sa guidance, medical dental, sa sports tsaka laging may security.” (the most prominent services of OSA are admission, guidance, medical [and] dental, sports [development] and security.)

Another respondent from Campus D added that he recognized the Guidance Office because it has an office that is visible and accessible: *“May guidance office man sa campus para sa guidance ag counseling. May clinic in case kinahangean it nurse... Ro security guards una man sa entrance it school. May una man kami nga mga equipment kapag may activities sa sports.”* (There is a guidance office in the campus for guidance and counseling. There is a clinic in case we need a nurse. There are security guards at the entrance of the school. There are equipment every time we have sports activities.)

On the other hand, the limited availability of some services hinder their recognition. Some campus do not provide multi-faith and residential services. For Campus E and Campus A, student housing and residential services are offered with 50% (187) respondents recognizing it, while other campuses are still on the process of offering it. A respondent from Campus E said: *“May dormitory naman sa school pero di na kami nakapasok kasi limited lang ang capacity.”* (The school has a dormitory but we couldn't get slots because it has limited capacity.) This was also confirmed by respondents from Campus A, stating that *“Nag-usoy pa kami it boarding house outside hay puno eon abi ro dorm.”* (We still had to look for boarding house outside of school because the dormitory is already full).

In terms of multi-faith services, all the campuses provide it but these are mostly focused on religions with the highest number of devotees. However, during graduation day, other religions conduct ecumenical services to acknowledge multi-faith students. All respondents from different campuses affirmed: *“there is limited multi-faith services, it only happens*

before every graduation ceremony. But for Roman Catholic, the school sees to it to celebrate mass every month.”

These results imply that the services offered by the University were acknowledged by the student clientele and were granted through the OSA according to the minimum standards set forth by CHED, CMO No. 9, s. 2013).

A key insight from these results is that students place importance on their spirituality and religious expression. This should be acknowledged by the university through varied and inclusive activities in its multi-faith services.

This is congruent to the performance evaluation standards of HEI published by Batool, Qureshi, and Raouf (2010) recognizing that HEIs must demonstrate an efficient student support services programme that is easily accessible, responsive to student needs and strengths, consistent with institutional mission, and supportive to student learning objectives.

Extent of Effectiveness of Student Services Offered by the University Under the OSA

Table 4. Extent of Effectiveness of Student Services offered in the University.

Services Offered	Mean	Description
Guidance and Counseling	3.99	Very Good
Admission Services	3.92	Very Good
Health Services	3.90	Very Good
Sports Development Program Services	3.87	Very Good
Safety and Security Services	3.78	Very Good
Information and Orientation Services	3.47	Good
Alumni Services	3.17	Good
Multi-faith Services	3.13	Good
Student Housing and Residential Services	1.88	Fair

In every student service, there are strong and weak points. Table 4 shows the extent of effectiveness of students in the services offered by the university under OSA. Out of 372 respondents, Guidance and Counseling, Admission Services Health Services, Sports Development Program Services, and Safety and Security Services were rated as “Very Good”. On the other hand, Student Housing and Residential Services was only rated as “Fair”. This is because out of the five campuses of the university, only two have dormitories and the rest are still in the process of implementing it.

Table 5 summarizes the reasons for the ratings on effectiveness of services under the OSA. The extent of effectiveness of student services offered in the university was affirmed by the key informants of different campuses during the interview. Overall, the student-respondents said that they were satisfied with the services of the school. This implies that these offices are doing their duties and responsibilities well, and that the clients are satisfied with the services they offered.

Table 5. Analysis of Interview Results Regarding Extent of Effectiveness of Student Services under the OSA

Overarching Theme	Broad Code	Examples
1. Attitude of service providers shape client satisfaction	Staff	<i>“Satisfied man kami sa Admissions Services are Health Services hay mabuoat tagandang mga two sa office.”</i> (We are satisfied with the Admissions Services and Health Services due to the friendly staff.)
	Friendliness	<i>“The guidance counselor is approachable and easy to talk to.”</i>
2. Infrastructure must be developed.	Lack of	<i>“The dormitory has few rooms so we have to look for a boarding house outside [the campus].”</i>
	Facilities	<i>“the campus clinic has limited apparatus, medicines and personnel to assist students in case of emergency”</i>

		“providing Wi-Fi in the school for students’ use”
3. Orientation and Information Dissemination Services must be enhanced.	Inform Students	“There should be an effective Information Dissemination System to allow timely announcements of school programs.” “the campus must ensure that all students know the rules.” “ <i>Dapat mag-conduct ng orientation about the services para ma-inform kami.</i> ” (The university should conduct orientation of all the services so that we would be informed

The main factor contributing to the effectiveness of OSA services is the friendliness of staff. This implies that attitude of service providers shape client satisfaction. A respondent from Campus E commented: “*Satisfied man kami sa Admissions Services and Health Services hay mabuot tag andang mga tawo sa office.*” (We are satisfied with the Admissions Services and Health Services due to the friendly staff.) The presence of security guards around the campuses bolstered the ratings for Safety and Security Services.

On the other hand, infrastructure still has to be developed. Lack of facilities caused some services to be ineffective, such as Student Housing and Residential Services. Providing residential services enable students to be more engaged in learning and enrichment activities (Coates & Edwards, 2009). Although there are dormitories in some campuses, only a limited number of students avail of this service. Campus B, C, and D do not have student dormitories, an aspect that can be looked into for improvement. A respondent from Campus D commented: “*Improve the student housing and residential services, also the health services since the campus clinic has limited apparatus, medicines and personnel to assist students in case of emergency.*”

Informing students of the services available is also an important factor for effectiveness (Rudge, 2014), and thus, Orientation and Information Dissemination Services must be enhanced. The researcher observed that most of the respondents were unaware of multi-faith services and even had to ask what that meant. Alumni Services were also poorly rated as there is no orientation on alumni services for undergraduates. An aspect that can be looked into is to inform students on what to expect as alumni before their graduation.

Thus, a respondent from Campus E suggested: *“Dapat mag-conduct ng orientation about the services para ma-inform kami. Tapos mas maganda kung early ma-disseminate yung announcements, ma-improve yung equipment sa clinic tsaka may wifi para magamit ing students.”* (The university should conduct orientation of all the services so that we would be informed. In addition, improve the services by early dissemination of information, enhancing the clinic equipment and providing Wi-Fi in the school for students’ use).

The conduct of orientation programs is under the Information and Orientation Services. However, the respondents from Campus C recommended: “There should be an effective Information Dissemination System to allow timely announcements of school programs.” This also coincides with the recommendation from a respondent in Campus B who said: “the campus must ensure that all students know the rules.” This implies that the more efficient information dissemination systems must be put in place.

The results imply that there is a need for improvement in all the services of the University, specifically, the multi-faith, alumni, and student housing and residential services in order to ensure the quality of service to the students. The administration should prioritize projects that could bring service satisfaction

to the students, such as improving facilities and creating outlets for more effective information dissemination.

These findings are in line with the study of Brock (2010) as cited by Rudge (2014) that students need assistance with figuring out which resources they can use to help them in their transition to university life, and thus students must be well-informed of the services available to them.

Furthermore, Hassan, Ilias, Rahman, and Razak (2009), shared that the service quality has significant positive relationship with student satisfaction. Thus, by improving service quality, students' satisfaction would also be improved. The study also discussed that service quality, empathy, and assurance are the most critical factors in explaining students' satisfaction.

Awareness Level of the Students of the Services under OSA.

Table 6. Level of Awareness in the Services of the Office of Student Affairs.

Services Offered	Mean	Description
Admission Services	4.22	Very Good
Guidance and Counseling	4.19	Very Good
Sports Development Program Services	4.05	Very Good
Safety and Security Services	4.01	Very Good
Information and Orientation Services	3.99	Very Good
Health Services	3.92	Very Good
Alumni Services	3.38	Good
Multi-faith Services	3.28	Good
Student Housing and Residential Services	2.15	Fair

Table 6 presents the level of student awareness of the services under OSA. Students have high awareness, with

a general rating of “Very Good” for most services. On the other hand, three services did not fare as well, with Multi-faith Services and Alumni Services being rated “Good”, and Student Housing and Residential Services being described as “Fair”.

Table 7 shows the analysis of the interview results regarding students’ awareness on the services.

Table 7. Analysis of Interview Results Regarding Students’ Awareness of OSA Services

Overarching Theme	Broad Code	Examples
1. Students are familiar with OSA Services.	Knowledge of Services	<p>“Alam namin ‘yung iba’t ibang service ng OSA” (We are aware of the services offered by the OSA)</p> <p>“I know which office to go to whenever I need enrollment or medical services.”</p> <p>“The staff, like as the guidance counselor, were introduced to us during the orientation program.”</p>
2. Need for services to reach students.	Communication	<p>“It needs improvement since each of the services has a different purpose and importance to the students.”</p> <p>“siguraduhin na informed ‘yung students sa schedule ng school programs” (ensure that students are informed of the schedule of school programs)</p>

Students are aware of the services under OSA because they were given knowledge of these services. During the interview, a respondent from Campus D affirmed: “We are aware of the services offered by the OSA, but it needs improvement since each of the services has a different purpose and importance to the students.” However, there is still a need for services to reach students through better communication.

A respondent from Campus C stated: “*Alam namin ‘yung iba’t ibang service ng OSA but it can be improved para ma-enjoy namin ‘yung stay sa school, especially sa information dissemination ng campus, siguraduhin na informed ‘yung students sa schedule ng school programs.*” (We are aware of the different services offered by the OSA but we want improvement for us to enjoy our stay in this school, especially the information dissemination services of the campus by ensuring that students are informed of the schedule of school programs).

The results revealed that most of the students in the university are aware of the services offered. Housing and residential services has the least level of awareness since out of five campuses, only two campuses have dormitories. Also, multi-faith and alumni services should be given equal importance so that present and former students can have the feeling of belongingness. Major indicators of student satisfaction on services are those that promote student safety, foster a pleasing school environment, and cater to the student personal needs such as health and wellness (Balmeo et. al., 2014).

The study of Rudge (2014) stated that even if students are aware and satisfied with Student Services, there are still areas that need to be improved such as consistency of services between campuses. They recommended to increase program improvement, open communication with students, and professional development for staff. The next section details the gaps found by this study and policy recommendations to address these gaps.

Considering the rapid changes seen in the school environment, the Office of Student Affairs is expected to be more meticulous in the planning, organizing, implementing and evaluating its programs so that it can truly respond to students’ needs. In order to do so, the following identified gaps

must be given importance. There is a lack of infrastructure for residential and housing services. Information dissemination has also been an issue repeatedly underscored by respondents. Information Services were deemed inadequate due to limited avenues for information dissemination. Another major weakness pointed out was the lack of clear entry to exit plan for students going through the university, resulting to underutilized Alumni Services. Students had low awareness of Multi-faith Services as these are only seen in the ecumenical services during graduation.

To address these gaps, infrastructure must be developed to solve the lack of facilities, such as the construction of dormitories in the three campuses, and improvement of access to offices by constructing paved roads, especially in steep areas. There is high demand for Residential and Housing Services, and as such, instead of having a “First-come, first served” basis, criteria for selection of dormitory residents should be put in place to ensure equitable allotment of residential services. Factors such as distance of home from school, family income, and special needs may be considered. The lack of medical personnel should also be addressed by periodically engaging the services a doctor and a dentist in all campuses. Online platforms could be used to let students know important details regarding services available. This should be supplemented through installation of stable internet connections for the use of students and faculty. There should be an institution-wide commitment to “entry, exit, and classroom assessment” by implementing an Enrollment Management Plan from enrollment to job placement. In addition, more career development activities should be organized and an alumni directory should be crafted. Other activities that are inclusive and encouraging to students of different faiths must be organized and incorporated in the Academic Calendar.

These recommendations may be incorporated in a Comprehensive Development Plan for Student Affairs Services Programs which comprises student affairs services programs and student development services that must be crafted and implemented in order to address the needs of the students.

Conclusion and Recommendations

This study was conducted to assess the implementation of the student services in the university and to determine the areas needing improvement in order to serve as basis for policy recommendations.

The Office of Student Affairs provides and satisfactorily implements the needed services of students. Students are aware of and regularly use these available services. Students frequently use the services of the OSA because they are part of the life and needs as students. However, some services are not used as often because of limited availability and inconsistency across campuses. It is therefore recommended that multi-faith services, alumni, and student housing and residential services be provided in all five campuses, to be overseen by a coordinator for each respective service. Furthermore, there is a need to improve infrastructure such as providing student housing, constructing paved roads, and procuring medical and sports equipment.

Services were deemed effective in general due to the friendliness of staff and efforts of the OSA to accommodate all students. In this regard, Guidance and Counseling demonstrated exemplary performance among the various student services. On the other hand, Multi-faith Services and Alumni Services had limited activities which hindered their effectiveness. Students have signified the importance of their spiritual inclination, and thus, services may be enhanced by conducting inclusive programs that cater to various faiths. Alumni Services may

be improved by having a designated staff who would ensure effective function of the service unit. Residential services may be made more available through the construction of dormitories in all campuses and development of selection criteria to ensure equitable access to housing facilities. The college must adopt a “Comprehensive Development Plan for Student Affairs Services Programs” for the University so as to ensure that all services are aligned with the college goals and objectives and that these are truly responsive to the present needs of the students and the school community.

Students are highly aware of the services available. However, information dissemination is also important for students in order to raise problems encountered and give recommendations to the Office for the betterment of the services. Thus, the information dissemination system must be developed by the OSA together with the university’s Information and Communication Technology (ICT) Office.

The result of this research will be used in planning and crafting policies of the Office of Student Affairs in a Comprehensive Development Plan to deliver, implement, and improve the needed services of the students. It is recommended that the university assess the student services yearly for the administration and other concerned personnel to be aware of the needed services and to improve the delivery of the services to the intellectual consumers. The assessment results will help students be comfortable in their schooling in the university. Therefore, the same study may be conducted yearly to assess the implementation of the services.

This study assessed only the services of Office of Student Affairs and it only used a smaller sample size compared to the total population of the university. In terms of interview, key informants from each campus were enlisted. Future researchers may use a bigger sample to generate more

reliable results. Also, researchers and the administration may conduct open forums for the students to elicit feedback and suggestions about the services offered by the Office of Student Affairs.

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