

# Evaluation of Student Affairs and Services Programs: A Tool for Quality Improvement

**Mylah Sison, MAEd**

*mylah.sison@gmail.com*

*La Consolacion University Philippines*

*Graduate School Department*

*Master of Arts in Education*

*Major in*

*Guidance and Counseling*

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## **Abstract**

The student affairs (SA) has been fundamentally a profession that willingly subjects itself to periodic evaluation and capacity assessment to ensure the quality of service being delivered (UNESCO, 2002). Several studies in the Philippines were made regarding the evaluation of SAS in light of the paradigm suggested in the CMO No. 21, s. 2006. Ibarrientos (2015) utilized a quantitative research model by providing survey instruments to college students, college faculty and school administrators. This study aimed to evaluate the Student Affairs and Services from one Catholic higher education institution. This research also made use of quantitative research design framework in evaluating SAS units, roles and responsibilities for the SY 2016-2017. The survey instrument to be used for this study would be a locally-made instrument. The study therefore concludes that the students find the delivery of Student Affairs and Services as Very Satisfactory. Among the three areas of SAS, the Student Development is the area that may benefit from further strategic planning. Recommendations and other ideas are also provided in this study.

**Keywords** – *evaluation, evaluation of student affairs services, quantitative study*

## Introduction

The Student Affairs (SA) has been fundamentally a profession that willingly subjects itself to periodic evaluation and capacity assessment to ensure the quality of service being delivered (UNESCO, 2002). Holding a number of key departments within its breadth, the work of SA consequently entails the accumulation of data that would prove to be beneficial on the evaluation of research and learning outcomes in an educational institution. These data had been holding not only key demographics but, also, information relevant in addressing student needs for development and assistance.

In the Philippines, several policies had been established to regulate the management of SA activities. The initial SA policies came with the Commission on Higher Education (CHED) Memo Order No. 21 Series of 2006, or the “*Guidelines in the implementation of student affairs services.*” The CMO espouses a number of offices and functions subsumed under SAS departments. This system, as well as, the different SAS roles were later revised in CMO No. 9, s. 2013 entitled, “*Enhanced Policies and Guidelines on Student Affairs and Services.*”

The CMO No. 9 defines SA as “the services and programs in higher education institutions that are concerned with academic support experiences of students to attain holistic development.” It, then, defines “academic support services” within three categories: Student Welfare Services, Student Development Services, and Institutional Student Programs and Services.

Article 10 of the CMO No. 9, CHED encourages different higher education institutions to conduct research studies on SAS programs and to see through its dissemination and utilization. Another provision of the CMO is in Article 11 Section 39, which calls for feedbacking mechanisms assessing the effectiveness of SAS programs through monitoring and evaluation. This provides an impetus for the pursuing of this study.

The increasing focus on SA scholarship had, also, developed a scholarly following on determining competencies for the development of SA professionals. One study surveyed SA professionals from rank and file to high-ranking SA officials on the different theoretical knowledge, responsibilities, and competencies expected of an entry-level SA professional via the Delphi method (Burkard, Cole, Ott and Stollet, 2004). On responsibilities, it had been perceived that priorities included roles with student contact and support for student development. For competencies, important assets included personal qualities and human relations skills. For theoretical knowledge, the top three theories included Astin’s Theory of Student Involvement, Seven Vectors of Student Development by Chickering & Reisser, and Lawrence Kohlberg’s Moral Development model.

## Student Affairs and Services in Different Disciplines

According to the report “*The role of student affairs and services in higher education*” created by the United Nations Educational, Scientific and Cultural Organization (2002), some of the foci in SA research and evaluation scholarship includes: “acculturating curricula; improving teaching; addressing systemic inequities in enrolment patterns; addressing participation, success, and graduation outcomes; examining culture-fair assessment and evaluation procedures; ensuring equitable progression and learning outcomes; addressing retention issues; and ensuring the capacity

of graduates to successfully negotiate and undertake careers of first-choice and social or environmental surveys.”

There has been a lack of simple description to represent the tasks of the SA. The role of the SA expanded early on from the shifts of student activism and until cultural and political sensibilities of students reflected a need to adapt to their worldviews in providing better services (Cabellon and Junco, 2015). To cope with the increasing demands of the job, SA officers found technology to be a useful tool in coordinating and promoting student activities.

One study wanted to know how students perceive the quality of the services as offered by the SA directorate by studying a correlational relationship with class levels and frequency of student visits (Tosun and Basgoze, 2015). The study determined SA service quality by capturing a sample from the student population to answer the SERVQUAL scale. The scale, as determined by the study of Parasuraman, Zeithaml, and Berry in 1998, identifies five service indicators: “assurance, empathy, reliability, responsiveness, and tangibles”. The result found out that as class level gets higher, the service perception goes down, and as visit frequency goes up, service perception also goes down.

Major and Mangombe (2014) argued that multiculturalism, as one of the current realities in education nowadays, must be deftly adapted to by different institutions, and nowhere is this adaptation expected more than with the SA. The work of the SA expands to complement instruction by providing students with immersive socio-cultural experiences and positive interference through guidance and assuring general welfare for all students. This all-encompassing work must be apparent to all students with diverse backgrounds. This is where multiculturalism and knowledge of cultures come to be useful.

Several studies in the Philippines were made regarding the evaluation of SAS in light of the paradigm suggested in the CMO No. 21, s. 2006. Ibarrientos (2015) utilized a quantitative research model by providing survey instruments to college students, college faculty and school administrators. The instrument relied on different performance indicators based heavily on the aforementioned CMO. The study results showed that students were very satisfied in general with all of the SAS departments, and saw a very effective implementation in SAS services. Using a Kendall Coefficient of Concordance to assess comparative results from the three groups, the study found out that the three groups significantly vary in their views of the roles of SAS. Mercado, Hilario and Nuqui (2015), on the other hand, conducted a policy study of SAS among HEI’s in Bulacan. Their study found out that selected HEI’s in Bulacan found their SAS programs to be “existing and implemented” and that they are implemented into a “great extent”, with the exception of two departments cited in CMO No. 21, s. 2006; the Student Housing and Students with Special Needs as “not existing but implemented”.

Another study from the Philippines which sought to evaluate satisfaction rating of the student affairs and services of the same university as with the present study (Galvez, 2018), the study revealed that overall students are very satisfied with the quality of services provided by Student Affairs and Services department. In this study, it was also emphasized the Admission Services, which got the “Excellent” rating which was the highest, and Sports Services was identified as “Satisfactory” service which falls into the lowest. All things considered, all areas under evaluation – Personnel, Facilities and Quality of Services were found to be “Very Satisfactory”.

Implementation fidelity assessment provides a means of measuring the alignment between the planned program and the implemented program. Unfortunately, the implemented program can differ from the planned program, resulting in ambiguous inferences about the planned program's effectiveness (i.e., it is uncertain if poor results are due to an ineffective program or poor implementation). We demonstrate how inclusion of implementation fidelity in the outcomes assessment process increases the validity of inferences about program effectiveness and, ultimately, student learning. Although our didactic discussion of implementation fidelity focuses on its importance to assessing student affairs programming, the concepts and process are applicable to academic programs as well (Gerstner and Finney, 2013).

The seeming separation of student affairs from academic affairs that has characterized at least the last four decades may be lessening with the renewed emphasis of the field on student learning. In any case, it seems to have led to something of an antipathy for things scholarly. After all, student affairs professionals are the "unfaculty," the haven, the refuge from all that "learning." Even if one does not subscribe to such thinking, it would be easy unintentionally to enable students to think that way. Given the difference in the two cultures and the endless supply of other ways to stay busy, many practitioners do not rely on research and scholarship to guide practice, much less do research themselves, other than the simplest kind of evaluation and what passes for assessment (Carpenter and Stimpson, 2007).

The preparation of students as competent employees in the workplace has been tasked within the SA. As such, the SA have to present opportunities for career preparations for students. One study explores this tenet by studying student employment opportunities in a Midwest university. Student employment as used in this study are opportunities for students to work as pseudo-employees within the SA department (Athas, Oaks and Kennedy Phillips, 2013). The study found out that different factors such as "duration of employment, rank, sense of community, civic engagement and cultural awareness" to be "strong predictors" of students' career aptitudes in the future.

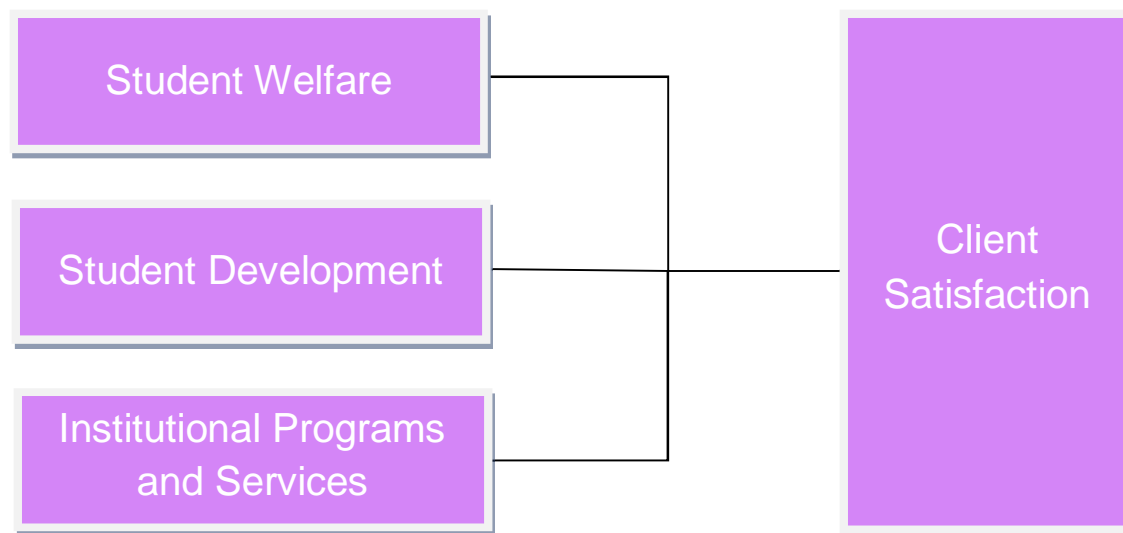
One interesting takeaway from this study is their adaptation of Astin's student involvement theory, which is crucial for SA operations. This theory explains the importance of "connections between student involvement and outcomes, and stresses the importance of focusing pedagogy on the intended outcomes of specific disciplines or programs (Athas, Oaks and Kennedy Phillips, 2013).

Assessment is not a new concept for student affairs. Many of the primary documents for the field contain language that encourages practitioners to intentionally connect assessment to performance improvement (American Council on Education, 1937; 1949; in Barham and Scott, 2006). In practice, however, assessment has often been viewed as sporadic and endemic to particular departments. Additionally, assessment practice has not truly represented the comprehensive nature of professional practice. For many, assessment has translated to customer satisfaction and for others, assessment has meant examining student learning outcomes or student development outcomes, but it seems few models have integrated the multiple dimensions of student affairs work of service, development and learning. Thus, a comprehensive assessment model that integrates the multiple facets of student affairs practice seems warranted.

## Theoretical and Conceptual Framework

Systems theory in management refers to the "observed reality as an integrated and interacting unicum of phenomena where the individual properties of the single parts become indistinct" (Mele, Pels and Polese, 2010). While individual aspects of a phenomenon are observable, it is also essential to determine an event as a working whole. The proponents of Systems theory have developed its principles from Aristotle's concepts of holism, or that knowledge is derived from an understanding of the whole. Systems Theory has also been applied to management through several aspects, including quality assurance by way of total quality management or TQM. As TQM is a learning system, according to Shiba, Graham and Walden (1993; in Mele, Pels, and Polese, 2010), every unit in a system can learn how to learn, eventually evolving into a system for developing individual and collaborative skills.

In other words, system theory explains that phenomenon should be observed and recognized not only for its parts but as a whole. This concept can also be noticed in TQM systems where individual units while fulfilling unique functions, develop the company as a whole with shared goals. Evaluative measures in a company can help it understand more of itself, therefore allowing for change and development. The present study fully recognizes these concepts as an essential function of TQM, and applicable even in the Student Affairs and Services (SAS) departments as a necessary unit of a university. With systems theory, the present study does not only look at the individual units comprising the SAS department, but it also provides a holistic insight into the satisfaction of its target clientele towards the services it delivers.



**Figure 1. Conceptual Model of the Study**

The theoretical framework of the study, as represented in Figure 1, was primarily adopted from the study of Mercado, Hilario and Nuqui (2013), which employed a similar logic model to their policy study of the previous SA guidelines in CMO No. 21, s. 2006. The independent variables of the study – student welfare, student development, and institutional programs and service – came from the framework provisions of the CMO No. 9 Series of 2013, which delineated the policies and standards expected within the enhanced guidelines. The dependent variable of the study – client satisfaction – is the target measure of the efficiency of the different SAS programs through the

perception of its student clientele. The conceptual paradigm assumes that student welfare, student development, and institutional applications and service collectively have an impact on the satisfaction of students on the SAS programs.

### **Objectives of the Study**

The Study wanted to assess the quality of the Student Affairs and Services program as a tool towards quality improvement.

1. How do the students perceive the services offered by the University in terms of the following:
  - 1.1. Student Welfare
    - 1.1.1. Information and Orientation Services
    - 1.1.2. Guidance and Counseling Services
    - 1.1.3. Career and Job Placement Services
    - 1.1.4. Economic Enterprise Development
    - 1.1.5. Student Handbook Development
    - 1.1.6. Alumni Relations Services
  - 1.2. Student Development
    - 1.2.1. Student Activities
    - 1.2.2. Student Organization and Activities
    - 1.2.3. Leadership Training
    - 1.2.4. Student Council/ Government
    - 1.2.5. Student Discipline
    - 1.2.6. Student Publication
  - 1.3. Institutional Programs and Services
    - 1.3.1. Admissions Services
    - 1.3.2. Scholarships and Financial Assistance
    - 1.3.3. Food Services
    - 1.3.4. Health Services
    - 1.3.5. Safety and Security Services
    - 1.3.6. Multi-faith Services
    - 1.3.7. Foreign/ International Student Services
    - 1.3.8. Services for Students with Needs and PWD
    - 1.3.9. Cultural and Arts Programs
    - 1.3.10. Sports and Development Programs
    - 1.3.11. Social and Community Involvement Programs
2. What is the level of students' satisfaction on the quality of student services in the following areas:
  - 2.1. Student Welfare
  - 2.2. Student Development
  - 2.3. Institutional Programs and Services
3. What are the common issues and problems encountered by the students in their stay in the community?
4. What policies and program interventions are necessary to further improve the quality of student affairs services?

## Method

The study utilized a quantitative research design framework in evaluating the different SAS units, roles and responsibilities for the SY 2016-2017. The study also took on a descriptive research framework to accommodate the purposes of the study. The evaluation was conducted using a survey instrument administered within a considerable number of students. The results of the survey instrument were analyzed for further interpretations and implications. The survey instrument to be used for this study was a locally-made instrument. The survey consists of 20-item Likert Scale questions consisting of four (4) scales, namely: 1 (Strongly Disagree); 2 (Disagree); 3 (Agree); and 4 (Strongly Agree). The respondents were chosen by simple random sampling, where everyone has an equal chance of being selected as a sample.

## Results and Discussion

**Perception of Services.** In a survey of 128 students, items on service perception and satisfaction were asked of the respondents. The following information relays how the students perceive the services offered by the Student Affairs and Services Department.

As seen in Table 2, most of the areas of Student Welfare were seen to be rated as “Very Satisfied” by the respondents. The highest rated area was at Guidance and Counseling Services at 4.66; Information and Orientation Services at 4.61; and Economic Enterprise and Development at 4.50. Two areas were rated “Satisfied” by the respondents: Career and Job Placement Services at 4.29; and Alumni Relations Services at 4.24. Meanwhile, only one other service was rated “Uncertain” by the students: the Student Handbook at 3.30.

Among all these areas, only the Guidance and Counseling Services and Career and Job Placement Services form a unit under the SAS. However, most of these areas are subsumed as auxiliary tasks of the SAS, which includes the Information and Orientation Services as manifested in Freshmen Orientation and Crime Prevention programs; and the Student Handbook Development where the initiative to create, change or modify the handbook is within the work of Student Affairs.

Table 2  
*Perception of Services in Student Welfare*

Area	Average	Interpretation
Information and Orientation Services	4.61	Very Satisfied
Guidance and Counseling Services	4.66	Very Satisfied
Career and Job Placement Services	4.29	Satisfied
Economic Enterprise Development	4.50	Very Satisfied
Student Handbook Development	3.30	Uncertain
Alumni Relations Services	4.24	Satisfied

It should also be noted that the Alumni Relations Services is not comprised within the CMO No. 9, s. 2013 that constitutes the present study’s SAS services. However, it is part of the PACUCOA accreditation markers, and as such is included in the present study. The Alumni Relations Unit is also a separate unit from the SAS in the institution’s organizational structure.

As seen in Table 3, most areas of Student Development were marked as “Very Satisfied” by the respondents. The highest rated in the Student Development sector was in Student Activities with 4.73; Leadership Trainings with 4.61; Student Discipline with 4.52; and Student Council with 4.51.

Two areas were rated as “Satisfied” by the respondents: Student Organizations and Activities with 4.39; and Student Publication with 4.34.

In terms of command, all of these areas are subsumed within the SAS department. Meanwhile, student activities and leadership trainings are taken as imperatives on the general student experience as it is offered through several programs and projects like Teambuilding Activities, Senior’s Ball, Acquaintance Parties, etc. The Student Council and Student Publication, as highlighted in CMO No. 9, s. 2013, are enabled by two separate organizations under the SAS: the Student Coordinating Board (SCB) and the Truth Courier (TC).

Table 3  
*Perceptions of Services in Student Development*

<b>Area</b>	<b>Average</b>	<b>Interpretation</b>
Student Activities	4.73	Very Satisfied
Student Organizations and Activities	4.39	Satisfied
Leadership Trainings	4.61	Very Satisfied
Student Council	4.51	Very Satisfied
Student Discipline	4.52	Very Satisfied
Student Publication	4.34	Satisfied

The results of the study also reflect similarly the responses of the HEI’s students in a study conducted by Galvez (2018) where she conducted a similar evaluation study of the Student Affairs and Services. In her study, the students rated the Student Development Services Unit with a “Very Satisfactory” rating as well.

Most of the services offered by the SAS Department is within the Institutional Programs and Services sector. As seen in Table 4, most of the aspects were rated as “Very Satisfied” by the respondents. The highest rated service was the Cultural and Arts Programs at 4.70; Scholarships and Financial Assistance at 4.63; Multi-Faith Services at 4.61; Admissions Services at 4.57; Social and Community Involvement Programs at 4.55. Meanwhile, four areas were rated as “Satisfied” by the respondents: Services for PWD at 4.50; Safety and Security Services at 4.45; Health Services at 4.40; Food Services at 4.35; and Sports Development Programs at 4.27.

It must be noted that in most of these areas, there is no definite department of service by the SAS that caters to specific services, and in that some services overlap actual functions within the organization of the institution. For instance, the Cultural and Arts Programs have their own office not under the SAS but as a separate academic department, and the Community Extension office of the university operates as a separate department in itself. Among the services indicated above, only the Admissions Services and Health Services operate directly under the SAS department.



Table 4

*Perceptions of Services in Institutional Programs and Services*

<b>Area</b>	<b>Average</b>	<b>Interpretation</b>
Admissions Services	4.57	Very Satisfied
Scholarships and Financial Assistance	4.63	Very Satisfied
Food Services	4.35	Satisfied
Health Services	4.40	Satisfied
Safety and Security Services	4.45	Satisfied
Multi-Faith Services	4.61	Very Satisfied
Services for PWD	4.50	Very Satisfied
Cultural and Arts Programs	4.70	Very Satisfied
Sports Development Programs	4.27	Satisfied
Social and Community Involvement Programs	4.55	Very Satisfied

Meanwhile, the rating for Foreign/ International Students and Services were based on the report of the Office for Foreign Students and International Networks and Linkages in 2016. In their study, they assessed University image and student satisfaction from the perspective of the foreign students of the HEI that year (Cardenas, 2016). Their figure was based on a 1-10 rating system where 1 is the lowest and 10 is the highest, and was interpreted in five tiers. The report showed that the foreign students gave a score of **8.38** on university image, which was interpreted as **Excellent**.

Some of the aspects of the Institutional Programs and Services were rated in the study of Galvez (2018) as well. In her study, the Admissions Services Unit had an “Excellent” rating, the Health Services Unit and the Guidance Services Unit were given a “Very Satisfactory” rating, while the Sports Development Unit had a “Satisfactory” rating.

**Overall Satisfaction of Services.** The following information pertains to the overall satisfaction of the students of the HEI in the three different areas of student affairs and services as highlighted in CMO No., 9 s. 2013.

Table 5

*Overall Satisfaction in Student Welfare*

<b>Area</b>	<b>Average</b>	<b>Interpretation</b>
Information and Orientation Services	4.48	Very Satisfied
Guidance and Counseling Services	4.59	Very Satisfied
Career and Job Placement Services	4.31	Satisfied
Economic Enterprise Development	4.23	Satisfied
Student Handbook Development	4.18	Satisfied
<b>Total</b>	<b>4.36</b>	<b>Satisfied</b>

As seen in Table 5, almost all areas of Student Welfare were rated as “Very Satisfied” by the respondents. The highest score went to the Guidance and Counseling Services with 4.59; Information and Orientation Services with 4.48. On the other hand, three areas were rated as “Satisfied”: Career and Job Placement Services with 4.31; Economic Enterprise Development with 4.23; and Student Handbook Development with 4.18. The general overall satisfaction of the students towards Student Welfare is at 4.36, or “Satisfied”.

As seen in Table 6, all areas of Student Development were rated by the students as “Satisfied”. The highest rating went with the Student Activities and Student Organizations and Activities, both with 4.16; Student Discipline with 4.12; Student Council with 4.00; and Leadership Trainings with 3.95.

Table 6  
*Overall Satisfaction in Student Development*

Area	Average	Interpretation
Student Activities	4.16	Satisfied
Student Organizations and Activities	4.16	Satisfied
Leadership Trainings	3.95	Satisfied
Student Council	4.00	Satisfied
Student Discipline	4.12	Satisfied
<b>Total</b>	<b>4.08</b>	<b>More than Satisfied</b>

As seen in Table 7, almost all areas of the Institutional Programs and Services were rated as “Satisfied” by the respondents. The highest rating went with the Sports Development Programs at 4.66, followed by the Social and Community Involvement Programs at 4.62; Cultural and Arts Programs at 4.60; Services for PWED at 4.53; Safety and Security Services at 4.51; Admissions Services at 4.49; Scholarships and Financial Assistance at 4.44; and Multi-Faith Services at 4.37.

Table 7  
*Overall Satisfaction for Institutional Program and Services*

Area	Average	Interpretation
Admissions Services	4.49	Satisfied
Scholarships and Financial Assistance	4.44	Satisfied
Food Services	3.71	Satisfied
Health Services	3.71	Satisfied
Safety and Security Services	4.51	Very Satisfied
Multi-Faith Services	4.37	Satisfied
Services for PWD	4.53	Very Satisfied
Cultural and Arts Programs	4.60	Very Satisfied
Sports Development Programs	4.66	Very Satisfied
Social and Community Involvement Programs	4.62	Very Satisfied
<b>Total</b>	<b>4.34</b>	<b>Satisfied</b>

Meanwhile, the foreign students’ university image and student satisfaction report by the Office for Foreign Students and International Networks and Linkages in 2016 utilized a four-scale satisfaction response from “Very Dissatisfied” to “Very Satisfied” (Cardenas, 2016). The report showed that the foreign students gave a score of **3.18**, or a “**Satisfied**” rating.

**Common Problems Encountered in the Delivery of SAS.** In addition to the survey, the students were also asked of the different problems they encounter as students, and what problems can the Student Affairs and Services can provide better solutions. The results were represented in Table 8, showing the frequency and percentage of the sample that had claimed the following problems. Furthermore, these problems were validated by the observations of the current SAS director, procured through an interview.

Table 8  
*Problems and Issues as Encountered by Students*

<b>Issue</b>	<b>Frequency</b>	<b>Percentage</b>
Peer pressure	82	64%
Projects	73	57%
Punctuality	51	40%
Late dismissal	64	50%
Bullying	64	50%
Relationships	66	52%
Approaching personnel	28	22%
Commodity prices	51	40%
Availability of water	55	43%
Sports activities	56	44%

As seen in Table 8, peer pressure appears to be the most felt issue or problem by the students with 64% of the students reporting, followed by projects with 57%; relationships with 52%; late dismissal and bullying with 40% of respondents each; few sports activities with 44%; availability of drinking water with 43%; commodity prices and punctuality at 40% for both; and approaching university personnel at 22%.

In an interview with the SAS Director, there were a number of issues that were observed in the delivery of student-related services. These includes the following issues:

- *Peer pressure.* The SAS director remarked that most of the students' cases, particularly those that come through in the Student Discipline, are mostly motivated by peer pressure. According to her, most students are vulnerable to being influenced by their peers, mostly for negative attitudes like going late night drinking.
- *Projects.* Projects were also seen as an issue, particularly in two ways. The first way is when students feel overwhelmed by the number of projects that are passed to them as requirements for their subjects. Another way projects were seen as issues is when these projects require a lot of resources from them, especially in terms of financial costs, time, and labor.
- *Punctuality.* It has also been observed in the SAS that a number of students are habitual latecomers. Almost the same faces arrive at school for tardiness and are reprimanded by the Student Discipline. Most of these students reportedly cite traffic woes as the reason for their tardiness. Classes usually start at 7:15, by which most students see as something that is very early.
- *Late dismissal.* Not only is early arrival at school something that they worry about, but also being dismissed late. Students come from different parts of Bulacan, and some of them reportedly go home in areas that take an hour-or-so commute, particularly in areas like Hagonoy and Pampanga. As the last dismissal for the students is at 7:00 PM, these students are vulnerable to criminal elements, and see going late at night as a dangerous activity.
- *Bullying.* The students were not exempt from the issue of bullying. Some of the students that address their grievances to SAS personnel. Most of the students reportedly experience various kinds of bullying, but particularly on cyberbullying in social media.
- *Relationships.* While various relationships exist among the students, most of the students' issues and problems stem from romantic relationships they have with their peers. Some of

these relationships reportedly end up with bitter disputes or provide emotional and mental issues on their breakup or misunderstandings.

- *Approaching university personnel.* Most of the students also see some university personnel as intimidating to approach. As such, they see the SAS as an intermediary or a department that can be their liaison to the university personnel they need to approach.
- *Commodity prices.* While it is yet to be established with an empirical study, the students' socioeconomic demographic of the HEI is hugely varied. As such, not all students can afford all the commodities that are sold within the university, particularly canteen food prices, which is the common grievance of most students to SAS personnel. Some students reportedly find the canteen food prices exorbitant or beyond their means.
- *Availability of drinking water.* As part of providing basic services, the HEI has installed a number of hot and cold water dispensers around the campus. The campus also has its own water distillation machine that provides drinking water to its offices, and bottled water for sale in the canteen. Most of the students rely on these water dispensers as they bring water tumblers or keep their water bottles to refill with water from these dispensers for free. However, some students frequently report that there is no water gallon installed in these dispensers most of the time.
- *Few sports activities.* The students have also reportedly remarked of the few sports activities within a year. Apparently, the students, particularly physically active students, had been vocal in requesting for more sports activities besides the annual Intramurals.

Table 9 shows the focal offices that are instrumental to addressing the aforementioned student problems.

Table 9  
*SAS Focal Areas for Addressing Student Issues*

<b>Issue</b>	<b>Focal Office</b>
Peer pressure	Guidance Office
Projects	Economic Enterprise
Punctuality	Student Discipline
Late dismissal	*
Bullying	Guidance Office
Relationships	Guidance Office
Approaching personnel	*
Commodity prices	Economic Enterprise; Food Services
Availability of water	Food Services
Sports activities	Sports Development

Issues of peer pressure, bullying and peer relationships are more likely to be addressed by wellness officers at the Guidance Office due to their experience and knowledge in dealing with these issues. They are also held responsible to check for the mental and social well-being and development of the students. Meanwhile, concerns for project costs and commodity prices may also be addressed by Economic Development and Enterprise, which promotes student financial aid that goes beyond tuition scholarships to small dole outs and allowances that actually support the student's accomplishment of his/her schooling. As the commodity prices are also pointed out mostly in the Canteen area, the Food Services are also called into attention, as well as the availability of water in key areas of the University. Issues of punctuality can be addressed by the

Student Discipline who is also in charge of monitoring student entry to the school premises. Lastly, the call for more responsive sports activities can be addressed by the Sports Development office.

Two concerns, on late dismissal and approaching personnel, were technically not within the functions of the SAS, but the SAS can be instrumental in communicating these concerns to pertinent offices as intermediaries to students.

### **Conclusion and Recommendations**

The study therefore concludes that the students find the delivery of Student Affairs and Services as Very Satisfactory. Among the three areas of SAS, the Student Development is the area that may benefit from further strategic planning. Several suggestions for plans of action had also been laid out in order to respond to the several problems and issues as encountered by the students and reported to the SAS.

In light of the findings of this study, the researcher recommends the following actions:

1. The questionnaire used above have been content and face validated by research experts. However, one further study can validate the constructs of this instrument to make it more usable in various contexts and other related studies.
2. Similar studies on other components of the university can be made in order to assess the quality of services being provided, and in conformance to legal and accrediting body standards for the provision of said services.
3. Further studies can also benefit from a huge, cross-sectional study encompassing a larger sample of students from across the student body. This can provide more insights into the delivery of the SAS program and address more specific concerns that the student body has.

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