

# Assessment of Student Services of Saint Columban College: Basis for Continuous Improvement

GENESIS B. NAPARAN

<http://orcid.org/0000-0003-2335-2757>

[sccresearchoffice@gmail.com](mailto:sccresearchoffice@gmail.com)

Saint Columban College

San Francisco District, Pagadian City

Originality: 100% • Grammar Check: 100% • Plagiarism: 0%



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## ABSTRACT

The main clients of every Higher Educational Institution (HEI) are the students. Their satisfaction is the utmost concern of a HEI. Thus, this paper assessed the student services of Saint Columban College using the 42 graduating students of the College of Teacher Education, Arts and Sciences (CTEAS) during the first semester of the Academic Year 2018-2019. The different student services that were assessed are the following: Admissions, Student Orientation, Guidance Program and Services, Campus Ministry, Student Assistance Program, Co-curricular Programs and Activities, Alumni, and Registrar's Services. This used a survey questionnaire adapted from the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) manual. This made use of weighted Mean, to sum up, the responses of the research participants. Based on the findings, Admission, Student Orientation, Campus Ministry, co-curricular activities, and Alumni got excellent rating while Guidance Programs and services, Student Assistance program and Registrar's services got lower satisfaction from them. Therefore, the researchers suggested activities on how to serve the students better.

Keywords — Assessment, Student Services, Higher Education Institution, Customer Service, Accreditation, Saint Columban College,

## INTRODUCTION

Higher Education Institutions need collaboration in giving quality education to the students. Aside from the quality of instruction, support services are also needed to make the college education of the students meaningful. Tamulienė (2014), in her study about college students' adjustment, found out that college students need psychological counselling as well as accommodation services. They need somebody to talk to for them to survive college education. Aside from counselling, they need also services from other support services. Cadosales and Ejercito (2009) claim that activities from the support offices enrich the academic life of the students.

It is very important to continue to improve the services to the students. To do this, there is a need for evaluation of the existing student services that the institution offers. Improving these services can stimulate the different aspects of the development of a student, such as personal, social, cultural, and cognitive (Ciobanu, 2013). Students can perform well in their academic, for example, if they are provided with good services. They feel at home as they are being served well.

According to Lugosi (2018), the foodservice, for example, is something that enhances the students' university experiences. It will create memories to be cherished for as they stay in the college or university that they are studying.

It is the role of the school to serve the students in the best way they have to be served. Thus, it is very important to ask them as the clientele of the school about the services they have availed to improve them for the benefit of the future clientele of the school. Thus the main purpose of this study is to assess the current students' services of the school utilizing the graduating students as they have experienced for a longer period the services included in this study.

## OBJECTIVES OF THE STUDY

This study is purposively done to evaluate the current practices of students' services in Saint Columban College, Pagadian City during the Academic Year 2018 – 2019. The researchers asked the Student-interns of the first semester of the Academic Year 2018 – 2019 before the start of one of their review classes to rate the services listed in the questionnaire. Specifically, it assessed the following service areas: Admissions, Student Orientation, Guidance Program and Services, Campus

Ministry, Co-curricular Programs and Services, Alumni, and Registrar's Services. After assessing them, this study suggested ways on how to continuously improve its services to the students as primary clientele of the academic institution.

## METHODOLOGY

### **Research Design**

The study made use of quantitative research design. In particular, this employed a descriptive-cross sectional research design as it presented the status of student's services programs based on the rating of the school's clientele. The data of this study served as the baseline information on how to further improve these services in the future.

### **Research Site**

This research was conducted in one of the private sectarian colleges in Western Mindanao. This institution is run by Diocesan clergy. This is composed of three college departments namely, College of Business Education (CBE), College of Teacher Education Arts and Sciences (CTEAS) and College of Computer Studies (CCS).

### **Respondents**

The participants of this study are the 42 graduating students of the College of Teacher Education, Arts and Sciences (CTEAS) during the first semester of the Academic Year 2018-2019. Before they were asked to give their rating to the statements in the tool, the researcher sought their permission to participate in the study. They then gave their ratings on the different areas of student services after signing the informed consent.

### **Instrumentation**

The researcher used a questionnaire adopted from Cadosales and Ejercito (2009) in their study on student services. This was in the form of a 5-point rating scale in which the respondents can choose from not needed, missing but needed, limited, satisfactory, or excellent. This was fielded to the research participants in one of their review sessions. After gathering the data, the researchers tallied the responses of the research participants. The weighted mean was computed to determine the overall rating of the participants.

### **Data Gathering Procedure**

The researcher first asked the permission of the school president about the conduct of the study. After seeking permission, he then met the CTEAS Dean and asked for his permission of the conduct of the study. The researcher then met the respondents in one of their review classes, and he explained to them the purpose of the study. He then asked them to sign the informed consent and then fielded the questionnaires to them.

### **Ethical Considerations**

The researcher ensured that the participation of this study is voluntary. The respondents were given a chance to affirm or deny the invitation to participate in this study. They were given the respondent's consent form for them to have the knowledge on the intention of the study and for them to be given a chance whether to participate or not in this study. The researcher ensured that there was no harm that this research might contribute to them. This study is done in goodwill. The researcher did not accommodate partiality in this study.

### **Data Analysis/Treatment**

In analyzing the data, the researcher tallied their responses and computed for the Mean to obtain the summative responses of the respondents. He then also computed for the standard deviation to determine how varied the responses are. The results are then presented in tables to show the average per item in the subject areas.

## **RESULTS AND DISCUSSION**

This section of the study presents and discusses the findings of the study. It describes the assessment of the graduating Teacher Education students of the First Semester Academic Year 2018 – 2019. Eight areas were evaluated in this study namely: Admissions, Student Orientation, Guidance Program and Services, Campus Ministry, Student Assistance Program, Co-curricular Programs and Activities, Alumni, and Registrar's vServices.

### **Admissions**

The programs on admission involve the selection of students. Based on PAASCU standards, the admissions programs of a college should have a proper selection of students. The policies and practices of admissions should reflect the

objectives of the institution in general. Thus, there would be established admission criteria to be followed. This to ensure that students will have a greater chance of succeeding in the courses that they have chosen.

As to the Admissions, the overall Mean is 4.29, interpreted as excellent. The item that got the highest Mean is on the admission program is headed by an officer or director of admissions. Meanwhile, the item that got the lowest Mean is regarding the statements of admission procedures that are distributed early to feeder schools that got the Mean of 4.07, interpreted as satisfactory.

Table 1. Admissions' Programs

Indicators	Mean	SD	Remarks
There is an admissions program that provides clearly defined policies and procedures on the selection and admission of students.	4.44	0.63	Excellent
Policies and procedures reflect the institutional purposes and objectives	4.41	0.63	Excellent
Policies and procedures are contained in the school's catalog or bulletin of information	4.29	0.78	Excellent
The admissions program is headed by an officer or director of admissions.	4.51	0.64	Excellent
The head of student services participates in the formulation of admission policies.	4.27	0.81	Excellent
The school utilizes effective tools and devices in the selection and admission of students	4.22	0.79	Excellent
The admissions procedure are: ( <i>Please rate each procedure</i> )			
a. Clearly stated in the catalog or prospectus	4.44	0.71	Excellent
b. Described in the bulletin board announcements	4.10	0.94	Satisfactory
c. Simple and easy to follow	4.32	0.79	Excellent
d. Executed in orderly manner	4.29	0.78	Excellent
e. Followed by all incoming students alike.	4.12	0.98	Satisfactory
The statements of admission procedures are distributed early to feeder schools.	4.07	1.01	Satisfactory
Overall Mean	<b>4.29</b>	0.79	Excellent

Legend – Satisfaction Scale:

4.21 – 5.00 – Excellent (Well-Provided);

3.41 – 4.20 – Satisfactory (Provided); 2.61 – 3.40 – Limited;

1.81 – 2.60 - Missing but Needed; and 1.00 – 1.80 - Not Needed.

## Student Orientation

This program introduces to the students what is the school all about. It elaborates them of their privileges and responsibilities. In so far as PAASU is concerned, new students should be oriented with the school policies and others as well as old students should be reoriented. This is also to orient them on the principles and values of the school. This is done a few days before the start of the regular classes. To ensure improvement, this program should be reviewed and evaluated periodically by the school's stakeholders. The indicators of the orientation program are shown in Table 2.

For Student Orientation, it gathered the overall Mean of 4.27, which is interpreted as Excellent. The item that got the highest Mean is about the aim of the orientation program that focuses on the adjustment to college life, which has a Mean of 4.54, interpreted as excellent. Nevertheless, the item that got the lowest Mean is on the orientation is effected through brochures, which got the Mean of 3.90, interpreted as satisfactory.

Table 2. Student Orientation Programs

Indicators	Mean	SD	Remarks
The orientation program aims at student adjustment to college life.	4.54	0.50	Excellent
It is an ongoing program.	4.24	0.66	Excellent
It is intended for all students.	4.61	0.49	Excellent
It is well-organized and systematically implemented.	4.39	0.59	Excellent
Orientation is effected through: (Please rate every item)			
a. Symposia	4.32	0.72	Excellent
b. Counseling	4.10	0.74	Satisfactory
c. Brochures	3.90	1.00	Satisfactory
d. Student Handbook	4.32	1.06	Excellent
e. Others (Survival Kit)	4.05	1.05	Satisfactory
Overall Mean	4.27	0.76	Excellent

Legend – Satisfaction Scale:

4.21 – 5.00 – Excellent (Well-Provided); 3.41 – 4.20 – Satisfactory (Provided);

2.61 – 3.40 – Limited;

1.81 – 2.60 - Missing but Needed; and 1.00 – 1.80 - Not Needed.

## Guidance Program and Services

Sound and Functional Guidance program and services. The Guidance services include Individual Inventory Service, Testing, Information Service, Individual and

Group Counseling, Place and follow-up services, and Research and evaluation. The areas in the guidance program and services are manifested in Table 4.

The guidance programs and services as dealt with in this study involve six indicators, namely: Objectives, Individual Inventory Service, Testing Program, Information, Counseling, and Placement and Follow-up. The objectives got the overall Mean of 4.18 that is interpreted as satisfactory. The item that got the highest Mean is on the objectives of the Guidance program is intended to self-realization and total personality development that got the Mean of 4.32, interpreted as excellent. However, the item about the objectives of the guidance programs in consonance with the purposes and objectives of the institution got the Mean of 4.05, interpreted as satisfactory.

As to the Individual inventory service, it got the overall Mean of 4.33, interpreted as excellent. The highest item is on the information is being kept up to date that has a Mean of 4.46, interpreted as excellent. The item on the maintenance and respect of the confidentiality of the data got the lowest mean of 4.20, interpreted as satisfactory.

For the Testing Program, it has an overall Mean of 4.23, interpreted as excellent. The item that got the highest Mean is regarding the Validity, reliability, and usefulness of the test that got the Mean of 4.39 interpreted as excellent. However, the item on a systematic and continuing testing program got the lowest mean of 4.10, interpreted as satisfactory.

The indicator "Information" got the overall Mean of 4.23, interpreted as excellent. The item on "Relevant educational, occupational, and social information is properly disseminated to students, and their parent" got the highest Mean of 4.34, interpreted as excellent. Meanwhile, the item "The information provided is up-to-date and systematically organized" got the mean of 4.12 that means satisfactory.

The indicator "Counseling" got the overall mean of 4.01 that is interpreted as satisfactory. The item "The nature and the purpose of the counseling process are understood by the students" got the highest mean of 4.12 interpreted as satisfactory. Nevertheless, the item "Efforts are exerted to reach as many students as possible" got the lowest mean of 3.90 interpreted as satisfactory.

The last indicator, "Placement and follow-up" got the overall mean of 4.23 that is interpreted as excellent. The item that got the highest mean is "The school provides career counseling to prospective graduates in preparation for their entry into a career or employment" that got 4.75 interpreted as excellent. The item that got the lowest mean is "The school Maintains systematic contact with its graduates and alumni" that got 4.00 interpreted as satisfactory.

Table 3. Guidance Programs and Services

Indicators	Mean	SD	Remarks
<b>Objectives</b>			
The objectives of the guidance program are oriented towards student self-realization and total personality development.	4.32	1.06	Excellent
They are consonant with the purposes and objectives of the institution.	4.05	1.05	Satisfactory
Overall Mean	4.18	1.05	Satisfactory
<b>Individual Inventory Service</b>			
Information data about each student, his/her needs, abilities, interests, as well as his educational and family background, are compiled and filed in a cumulative folder.	4.34	0.88	Excellent
Information about the students is kept up-to-date.	4.46	0.87	Excellent
Confidentiality of certain data about the student is maintained and respected.	4.20	0.78	Satisfactory
Overall Mean	4.33	0.84	Excellent
<b>Testing Program</b>			
There is a systematic and continuing testing program.	4.10	0.70	Satisfactory
The tests and evaluative techniques being used are valid, reliable and useful.	4.39	0.74	Excellent
Results are made available to the student to help him/her gain self-understanding.	4.17	0.83	Satisfactory
Results are utilized by the faculty and administrators for meeting student needs.	4.24	0.73	Excellent
Overall Mean	4.23	0.75	Excellent
<b>Information</b>			
Relevant educational, occupational and social information is properly disseminated to students and their parents.	4.34	0.62	Excellent
The information provided is up-to-date and systematically organized.	4.12	0.75	Satisfactory
Overall Mean	4.23	0.68	Excellent
<b>Counseling</b>			
The nature and the purpose of the counseling process are understood by the students.	4.12	0.78	Satisfactory

The ratio between the number of counselors and the number of students is adequate. (1Counselor :1000 students)	4.00	0.77	Satisfactory
Individual and group counseling are available to all students.	4.07	0.72	Satisfactory
Efforts are exerted to reach as many students as possible.	3.90	0.92	Satisfactory
The faculty is oriented to the counseling services to facilitate coordination and referrals.	3.95	0.74	Satisfactory
Counseling services are coordinated with other sectors of the school and community to promote the student's total development.	4.00	1.00	Satisfactory
The counseling staff regularly participate in in-service training.	4.00	0.95	Satisfactory
Overall Mean	4.01	0.84	Satisfactory
<b>Placement and Follow-Up</b>			
Career guidance is provided to enable students to choose appropriate programs/courses or fields of specialization.	4.15	0.94	Satisfactory
The school provides career counseling to prospective graduates in preparation for their entry into a career or employment.	4.75	0.49	Excellent
The school Maintains systematic contact with its graduates and alumni.	4.00	0.89	Satisfactory
It involves alumni in its programs for placement, continuing education and community involvement.	4.15	0.82	Satisfactory
Formal linkages are established with the employment sector for systematic recruitment and orientation of graduating students.	4.17	0.86	Satisfactory
Follow-up studies of graduates are made to evaluate their preparedness for work and acceptability for employment	4.17	0.77	Satisfactory
Overall Mean	4.23	0.80	Excellent

**Legend – Satisfaction Scale:**

4.21 – 5.00 – Excellent (Well-Provided);

3.41 – 4.20 – Satisfactory (Provided); 2.61 – 3.40 – Limited;

1.81 – 2.60 - Missing but Needed; and 1.00 – 1.80 - Not Needed.

**Campus Ministry**

The services in the Campus Ministry Office are geared toward the spiritual formation of the students. These involve Masses, Holy Hour, retreats and recollections, spiritual direction and spiritual counseling. Table 5 shows the students' rating on the Campus Ministry Services.

The services of the Campus Ministry office got the overall mean of 4.62 interpreted as excellent. The item that got the highest mean is about the first Friday mass that got 4.78 interpreted as excellent. Meanwhile, the item on the impact of the campus ministry services to the students got the lowest mean of 4.34, yet it still belongs to the excellent description. The students commented that the services of the Campus Ministry office have a great impact on them. They experience the different activities of the office such as masses, holy hour, recollections and retreats, spiritual direction, and spiritual counseling.

Table 4. Campus Ministry Services

Indicators	Mean	SD	Remarks
There is an office in charge of Campus Ministry.	4.51	0.84	Excellent
Rate the delivery of the following Services: (Please rate every service)			
a. Daily Mass	4.73	0.59	Excellent
b. First Friday Mass	4.78	0.57	Excellent
c. Eucharistic Celebration during relevant school events	4.71	0.72	Excellent
d. Holy Hour (every Thursday)	4.56	0.81	Excellent
e. Recollection	4.61	0.67	Excellent
f. Retreat	4.71	0.64	Excellent
g. Spiritual Direction/Spiritual Companionship	4.66	0.69	Excellent
Campus Ministry Services have an impact on students	4.34	0.85	Excellent
Overall Mean	4.62	0.71	Excellent

Legend – Satisfaction Scale:

4.21 – 5.00 – Excellent (Well-Provided);

3.41 – 4.20 – Satisfactory (Provided);

2.61 – 3.40 – Limited;

1.81 – 2.60 - Missing but Needed; and 1.00 – 1.80 - Not Needed.

### Student Assistance Program

PAASCU conveyed that the school should have a wellorganized student assistance program. This aims to provide the students with financial, health, and other necessary services. The student assistance programs are shown in Table 6.

Student Assistance programs have five indicators, namely: Financial aid, Health Services, Clinic, food services, and Food service area/canteen. As to Financial aid, it got the overall mean of 4.05 that is satisfactory. The item that got the highest mean is “The program is supported by community resources in addition to a definite allocation in the school budget” that got a mean of 4.15 interpreted as satisfactory.

Meanwhile, the item that got the lowest mean is on “The financial assistance program is systematically managed”, which got the mean of 3.95 interpreted as satisfactory.

Health services gathered the overall mean of 4.02 interpreted as satisfactory. The item that got the highest mean is on “Professionally trained personnel carry out the health program” that got 4.22 interpreted as excellent. On the one hand, the item that got the lowest mean is on “Adequate facilities and necessary medical-dental supplies are provided” that got 3.93 interpreted as satisfactory.

For the clinic, it got the overall mean of 3.74 that is satisfactory. The item that got the highest mean is on “Patients has direct access to the toilet” that got the mean of 4.17 interpreted as satisfactory. Meanwhile, the item “There is access to transportation service in case of an emergency” got the lowest mean of 3.49 interpreted as satisfactory.

Food services got the overall mean of 3.71 interpreted as satisfactory. The item that got the highest mean is on “Food is prepared and served in a sanitary and comfortable manner” got the mean of 3.85 interpreted as satisfactory. On the one hand, the item on “Food services provide nutritious, well-balanced reasonably priced meals” got only the mean of 3.56 that is satisfactory. In the study of El-Said and Fathy (2015), they conveyed many reasons for students’ dissatisfaction. These reasons are related to food and beverage quality, the price paid, quality of service provided, obligation to eat at the university cafeterias due to the lack of time between lectures to go to restaurants outside, poor cleanliness and the presence of insects.

The last component that is the food service area/canteen gathered the overall mean of 3.84 that is satisfactory. The item that got the highest mean is “Furniture and fixtures are attractive, durable, and cleaned regularly” that got 4.27 interpreted as excellent. However, the item “There is good traffic flow for the service of this area” got the mean of 3.59 interpreted as satisfactory.

Table 5. Student Assistance Programs

Indicators	Mean	SD	Remarks
<b>Financial Aid</b>			
The school offers financial aid to deserving and needy students.	4.15	0.88	Satisfactory
The financial assistance program is systematically managed.	3.95	1.04	Satisfactory
The program is supported by community resources in addition to a definite allocation in the school budget	4.12	1.10	Satisfactory
Information about the assistance program is disseminated to the community and feeder schools.	3.98	1.06	Satisfactory

Overall Mean	4.05	1.02	Satisfactory
<b>Health Services</b>			
Professionally trained personnel carry out the health program.	4.22	0.85	Excellent
Adequate facilities and necessary medical-dental supplies are provided.	3.93	0.96	Satisfactory
Health care is available during all school hours.	3.98	0.94	Satisfactory
Parents or guardians are informed when students have serious health problems.	3.98	0.94	Satisfactory
Records are kept systematically and up-to-date	4.02	0.94	Satisfactory
A Health Education program is made available to the students.	4.02	1.04	Satisfactory
Overall Mean	4.02	0.94	Satisfactory
<b>Clinic</b>			
The school clinic has enough space for the necessary medical and dental needs of the students.	3.76	1.04	Satisfactory
The facilities in the clinic are adequate.	3.68	0.96	Satisfactory
Patients have direct access to the toilet.	4.17	0.97	Satisfactory
It is free from noise.	3.78	1.24	Satisfactory
The door is wide enough for a stretcher.	3.54	1.10	Satisfactory
There is access to transportation service in case of an emergency.	3.49	1.21	Satisfactory
Students at the clinic are assured of privacy.	3.71	1.31	Satisfactory
Good drinking water is available.	3.78	1.31	Satisfactory
Overall Mean	3.74	1.14	Satisfactory
<b>Food Services</b>			
Food services provide nutritious, well-balanced reasonably priced meals.	3.56	1.25	Satisfactory
Food is prepared and served in a sanitary and comfortable manner.	3.85	1.11	Satisfactory
Food services are efficiently managed and supervised by competent staff.	3.80	1.19	Satisfactory
The health examination of food service personnel and the inspection of food served are attended regularly.	3.63	1.20	Satisfactory
Overall Mean	3.71	1.19	Satisfactory
<b>Food Service Area/Canteen</b>			
The food service area is suitably located concerning the clientele.	4.12	0.90	Satisfactory
This service area is adequate for the school population.	3.88	0.98	Satisfactory
There is good traffic flow for the service of this area.	3.59	0.97	Satisfactory
It is kept in sanitary condition	3.80	1.03	Satisfactory

The seating capacity is sufficient to meet the demands of its clientele.	4.02	1.04	Satisfactory
Furniture and fixtures are attractive, durable, and cleaned regularly.	4.27	0.92	Excellent
Drinking water is easily obtainable.	3.78	1.15	Satisfactory
Lavatory facility is accessible.	3.71	1.08	Satisfactory
The kitchen equipment is adequate, sanitary and efficient.	3.71	1.12	Satisfactory
There is a storage facility which is adequate and kept in a sanitary condition.	3.76	1.20	Satisfactory
There is a suitable dishwashing facility.	3.76	1.07	Satisfactory
Garbage disposal is adequate and sanitary.	3.83	1.09	Satisfactory
Special needs of the students in the canteen (e.g. selection of food, quick availability of food, good manners, and the importance of cleanliness) are duly stressed.	3.80	0.98	Satisfactory
The periodic health examination of food servers and the periodic inspection of the food being served are given due attention.	3.78	1.01	Satisfactory
Overall Mean	3.84	1.04	Satisfactory

Legend – Satisfaction Scale:

4.21 – 5.00 – Excellent (Well-Provided); 3.41 – 4.20 – Satisfactory (Provided); 2.61 – 3.40 – Limited; 1.81 – 2.60 - Missing but Needed; and 1.00 – 1.80 - Not Needed.

### Co-Curricular Programs and Activities

In aiming for the holistic development of students, the school should also provide with different yet suitable co-curricular activities that will contribute to student development of talents and potentials. These activities should be organized and must be supervised by a competent staff.

Table 7 displays the students’ ratings on co-curricular programs and activities.

For Co-Curricular activities, it gathered an overall mean of 4.32 interpreted as excellent. The item that got the highest mean is about “The school’s policy for Campus organizations and co-curricular activities are clear and generally accepted by the students” that has 4.41 mean, interpreted as excellent. Meanwhile, the item “The school provides functional leadership training designed to tap the students’ talents and develop them maximally” got the lowest mean of 4.20 interpreted as satisfactory. It is important that the students accept what the school wants for them to be interested in taking part of the co-curricular activities. According to Gruber, Fub, Voss, & Gläser-Zikuda, (2010), the satisfaction of the students about the services that the school gives them lies in the stable person-environment relationship. This will make them feel at home as they stay in school.

Table 6. Co-Curricular Programs

Indicators	Mean	SD	Remarks
The school provides a variety of co-curricular programs and activities contributory to student development and supportive of the school's educational objectives.	4.32	0.76	Excellent
The school's policy for Campus organizations and co-curricular activities is clear and generally accepted by the students.	4.41	0.63	Excellent
There are faculty advisers for all student organizations.	4.29	0.78	Excellent
Co-curricular activities are under the direction and supervision of a qualified official (Director of Student Affairs)	4.39	0.80	Excellent
There is a harmonious balance between the academic and the co-curricular activities of students.	4.32	0.79	Excellent
The school provides functional leadership training designed to tap the students' talents and develop them maximally.	4.20	0.87	Satisfactory
The effectiveness of co-curricular activities and campus organizations is regularly evaluated	4.29	0.84	Excellent
The program of co-curricular activities includes student publication, community projects, etc.	4.32	0.76	Excellent
Overall Mean	4.32	0.78	Excellent

Legend – Satisfaction Scale:

4.21 – 5.00 – Excellent (Well-Provided);

3.41 – 4.20 – Satisfactory (Provided);

2.61 – 3.40 – Limited;

1.81 – 2.60 - Missing but Needed; and 1.00 – 1.80 - Not Needed.

## Alumni

The school should not only influence her students' but also extend it to the alumni. The alumni should be formally organized and there should be a designated person responsible for communicating them. The objectives of the alumni association should be clear and widely disseminated. Thus, the programs should have provisions on constantly contacting and reaching out to the graduates of the school. Table 8 shows the indicators of alumni.

As to the alumni, it gathered an overall mean of 4.26 interpreted as excellent. The item "A list of Alumni involved in various meritorious projects or programs is kept up-to-date and disseminated to the school on different levels" got the highest mean of 4.29 interpreted as excellent. On the one hand, the item "Its objectives are published and distributed to its members and the prospective graduate of the school" got the lowest mean of 4.22 interpreted as excellent.

Table 7. Alumni Programs

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
There is a formally organized Alumni Association.	4.24	0.70	Excellent
Its objectives are published and distributed to its members and the prospective graduate of the school.	4.22	0.72	Excellent
The Alumni show interest and are involved in the continuing development of the institution.	4.27	0.74	Excellent
A list of Alumni involved in various meritorious projects or programs is kept up-to-date and disseminated to the school on different levels.	4.29	0.75	Excellent
Overall Mean	4.26	0.73	Excellent

Legend – Satisfaction Scale:

4.21 – 5.00 – Excellent; 3.41 – 4.20 – Satisfactory;

2.61 – 3.40 – Limited;

1.81 – 2.60 - Missing but Needed; and 1.00 – 1.80 - Not Needed.

### **Registrar's Services**

This is the office of the school that handles records. It takes care of grade requests and other school credentials. The students' ratings on Registrar's services are shown in Table 9.

For the registrar's services, it gathered an overall mean of 3.57 interpreted as Satisfactory. The item "The staff member with whom the clientele interacted demonstrated excellent knowledge about the issue or directed him/her to someone else with excellent knowledge" got the highest mean of 3.76 interpreted as satisfactory. However, the item "The registrar's office staff greeted politely and treated with respect and patience the clienteles" got the lowest mean of 3.37 interpreted as limited.

Table 8. Registrar's Services

Indicators	Mean	SD	Remarks
There is an ease in transacting business at the registrar's office.	3.61	1.16	Satisfactory
Its staff served the needs of the clientele in a reasonable amount of time.	3.39	1.18	Limited
The registrar's office staff greeted politely and treated with respect and patience the clientele.	3.37	1.18	Limited
The registrar's office staff seemed willing to offer assistance that met or went beyond clientele's expectations.	3.51	1.16	Satisfactory
The registrar's office staff listened attentively and asked appropriate questions to understand the clientele's concern better.	3.56	1.18	Satisfactory
The registrar's office staff made an effort to communicate a way that the clientele could easily understand.	3.63	1.09	Satisfactory
The registrar's office staff displayed professional behavior during the time of interaction.	3.66	1.17	Satisfactory
The staff member with whom the clientele interacted demonstrated excellent knowledge about the issue or directed him/her to someone else with excellent knowledge	3.76	1.07	Satisfactory
The staff member provided a resolution for the clientele's issue or gave him/her clear instructions for the steps he/she needed to take to resolve his/her issue.	3.54	1.12	Satisfactory
If the clientele's request could not be immediately satisfied, the Registrar's Office staff member provided him/her with the necessary steps needed for resolution and/or provided him/her with an update until the request was fulfilled.	3.63	1.13	Satisfactory
Overall Mean	3.57	1.15	Satisfactory

Legend – Satisfaction Scale:

4.21 – 5.00 – Excellent (Well-Provided);

3.41 – 4.20 – Satisfactory (Provided);

2.61 – 3.40 – Limited;

1.81 – 2.60 - Missing but Needed; and 1.00 – 1.80 - Not Needed.

### Summary of Student Services Programs

The summary of the students' rating on the different student services is shown in table 10.

The data revealed that the services of the Campus Ministry are very much appreciated by the students' raters. They rated Campus Ministry as excellent. It is being followed by the services regarding Admissions, Student Orientation, Co-Curricular Programs and services, and Alumni that also have excellent ratings.

However, they have only satisfactory ratings to the Registrar’s Services, Student Assistance Program, and Guidance Program and Services.

It is relevant to offer good services to the students as the clientele of the school. As DeShields Jr, Kara, & Kaynak (2005) say, students who have good or positive college experiences are more likely to be satisfied than those who have negative experiences. Thus, as much as possible, the institution or college must exert an effort on giving positive experiences to the students. The study also of Hasan, Ilias, Rahman, & Razak (2009) conveyed that there is a significant and positive relationship between tangibility, assurance, reliability, responsiveness, and empathy and overall service quality to students’ satisfaction.

Table 10. Summary of Student Services Program

Student Services Program	Overall Mean	SD	Remarks
Admissions	4.29		Excellent
Student Orientation	4.27		Excellent
Guidance Program and Services	4.20		Satisfactory
Campus Ministry	4.62		Excellent
Student Assistance Program	3.87		Satisfactory
Co-curricular Programs and Activities	4.32		Excellent
Alumni	4.26		Excellent
Registrar’s Services	3.57		Satisfactory

Legend – Satisfaction Scale:

- 4.21 – 5.00 – Excellent (Well-Provided);
- 3.41 – 4.20 – Satisfactory (Provided);
- 2.61 – 3.40 – Limited;
- 1.81 – 2.60 - Missing but Needed; and 1.00 – 1.80 - Not Needed.

## CONCLUSIONS

In evaluating the services offered to the students, the administrators are given the status of the services offered to the primary clients, the students. There were positive feedbacks from the clients from the services about to Admissions, Student Orientation, Campus Ministry, Co-curricular activities, and Alumni. However, there were also services that the school needs to improve such that on Guidance Program and services, Student Assistance Program, and Registrar’s services. These

need to be addressed to provide students with a functional student services program for holistic development

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