

Analysis of the Student Affairs Services Assessment of the NEUST College of Information and Communications Technology Students

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Abstract

This study aimed to analyze the student assessments of the College of Information and Communications Technology students on the student affairs services offered by the Nueva Ecija University of Science and Technology during the academic year 2019-2020. The study sought to identify the areas that the students deemed satisfactory and the services that needed attention and improvement.

The researchers utilized the descriptive research method to describe the respondents' profile and their assessment of the different student affairs services offered by the University. Convenience and quota sampling techniques were employed in choosing the respondents while questionnaires were distributed as the main data gathering tool. The data gathered were then evaluated using weighted average.

The findings showed that the majority of the student population of the College of Information and Communications Technology are males, and are between 19-21 years old. Moreover, the students are very much satisfied with the student affairs services offered by the University as reflected by their ratings, wherein the Health Services were rated Excellent while the other nine service categories were rated Very Good. The comprehensive results of the study were forwarded to the respective office to be utilized as a basis for shaping up the action plan to further improve and tailor-fit the student affairs services based on the profile and assessment of the students.

Keywords: Student Affairs, Student Support, Assessment, Holistic Formation, Quality Improvement

Introduction

Non-academic activities have vital role in holistic development of students. Sewart (1993, in Choudhry, Gujjar, and Hafeez, 2008) points out that the structure and activities of student support services are dependent upon the infinite needs of the learners and these services lead to the realization of the instructional objectives of the institution (Gupta and Ghugtai, 2002). Students'

services help the students to cope up with the stress they are experiencing during their examinations and complying with the other related academic obligations. The impact of student services should not only be considered with their academic performance inside the university but their future contribution in responding to the needs of society. Along with teachers and non-governmental organizations they contribute to increased learning opportunities and community involvement by organizing or promoting internships, experiential units or short-term experiences, integrated into the curricula (UNESCO, 2002). Student services provide additional help to the students by providing a culture of care and also aid the school in identifying the non-academic factors that can affect the student life in the institutions.

In the Philippines, Memorandum 9 series 2013 the “Enhanced Policies and Guidelines on Student Affairs and Services” was promulgated by the Commission on Higher Education on April 2013 which defines the scope, procedures, the extent of regulations as well as the mechanics of evaluating student welfare and activities for students enrolled in Higher Educational Institutions. This regulation ensures that there shall be mechanisms for regular monitoring and evaluation on the implementation of student services and submission of reports regarding the same to respective CHED Regional Office. Vega (2019) has conducted a study with the same concept in the Nueva Ecija University of Science and Technology San Isidro Campus and the results show that the campus was able to comply with the enhanced guidelines and policies stated in the memorandum of the Commission of Higher Education. The researchers aim to find out whether this holds true as well in the College of Information and Communications Technology, Sumacab Campus.

Objectives of the Study

The significance of the study is defined by the following specific objectives:

1. Identify the profile of the College of Information and Communications Technology (CICT) students.
2. Identify the key areas of student support services the students find satisfactory and which are not.
3. Identify the key areas that need attention or improvement.
4. Formulate an action plan for the college on how to enhance the support services given to its students.
5. Forward the findings and recommendations to the Office of Student Affairs for further improvements and enhancements of the student support services.

Statement of the Problem

This study aims to answer the following questions:

1. How can the profile of the respondents be described in terms of:
 - 1.1 gender;
 - 1.2 age bracket?
2. How can the satisfaction level of the College of Information and Communications students be described in terms of the following areas:
 - 2.1 Scholarship and Financial Assistance;
 - 2.2 Health Services;
 - 2.3 Guidance and Counselling Services;
 - 2.4 Career and Placement Services;

- 2.5 Food Services;
 - 2.6 Registrar's Services;
 - 2.7 Student Development and Program Services;
 - 2.8 Student Publication;
 - 2.9 Sports Development Services; and
 - 2.10 Culture and Arts Services?
3. How can the results of the study be used as a basis for the courses of action needed for the further quality improvement of the student and support services of the college as well as the university?

Theoretical and Conceptual Frameworks

Student affairs services focus on the holistic development of the students during their stay in the university. The Nueva Ecija University of Science and Technology Office of Student Affairs, in accordance to Commission on Higher Education Memorandum Order No. 9 series 2013, aims to continually improve its services to ensure that what they cater to students are efficient, effective, relevant, and of quality.

Based on Hettler's Theory of Wellness, he introduces a holistic approach in student development through the identifying that a student's life is comprised of six dimensions of wellness namely: physical, intellectual, social/emotional, spiritual, environmental, and occupational (Long, 2012).

In the study entitled "Theories and Models of Student Development," Long (2012) explains the function of each dimension in relation to the student development activities that can be employed by the schools to further enhance student welfare and wellness. Physical dimension is attributed to nourishment and physical activities. Intellectual dimension encompasses the active learning and sharpening of skills of students. Social dimension are the activities that provide social interactions and belongingness. Spiritual dimension focuses on the students' value system. Environmental dimension is concerned with the connection to the physical and natural surroundings while the occupational dimension seeks to provide opportunities for career development and lifelong education.

In connection to this, the conceptual framework of this study includes the student affairs services provided by the University, through the Office of Student Affairs and the respective college units, classified into Hettler's six dimensions of wellness.

The overall student affairs services being offered by the University are as follows: Health Services, Food Services, Student Development Program and Services, Scholarship and Financial Assistance, Guidance and Counselling Services, Career and Placement Services, Student Publication, Sports Development Services, Culture and the Arts Services, Domestic and International Linkages Services, and Moral and Spiritual Services.

Based on Hettler's Six Dimensions of Wellness, the researchers have classified the following services into their corresponding dimensions. These categorized variables will serve as the initial input from the University where the assessment of the students will depend on. However, it should be noted that Moral and Spiritual Services and Domestic and International Linkages are not part of

the survey. Moral and Spiritual Services are ingrained as part of the programs and activities in the school while Domestic and International Linkages Services are opportunities given to volunteer students only. While, the researchers have decided to add Registrar Services as these are part of their regular transactions with the University that has is connected to their welfare and life as a student.

Moreover, the student profile and their assessment of the services rendered serve as the primary input for this research. After the collection of the input, it will be processed using statistical analysis to be able to provide measurable results as the output.

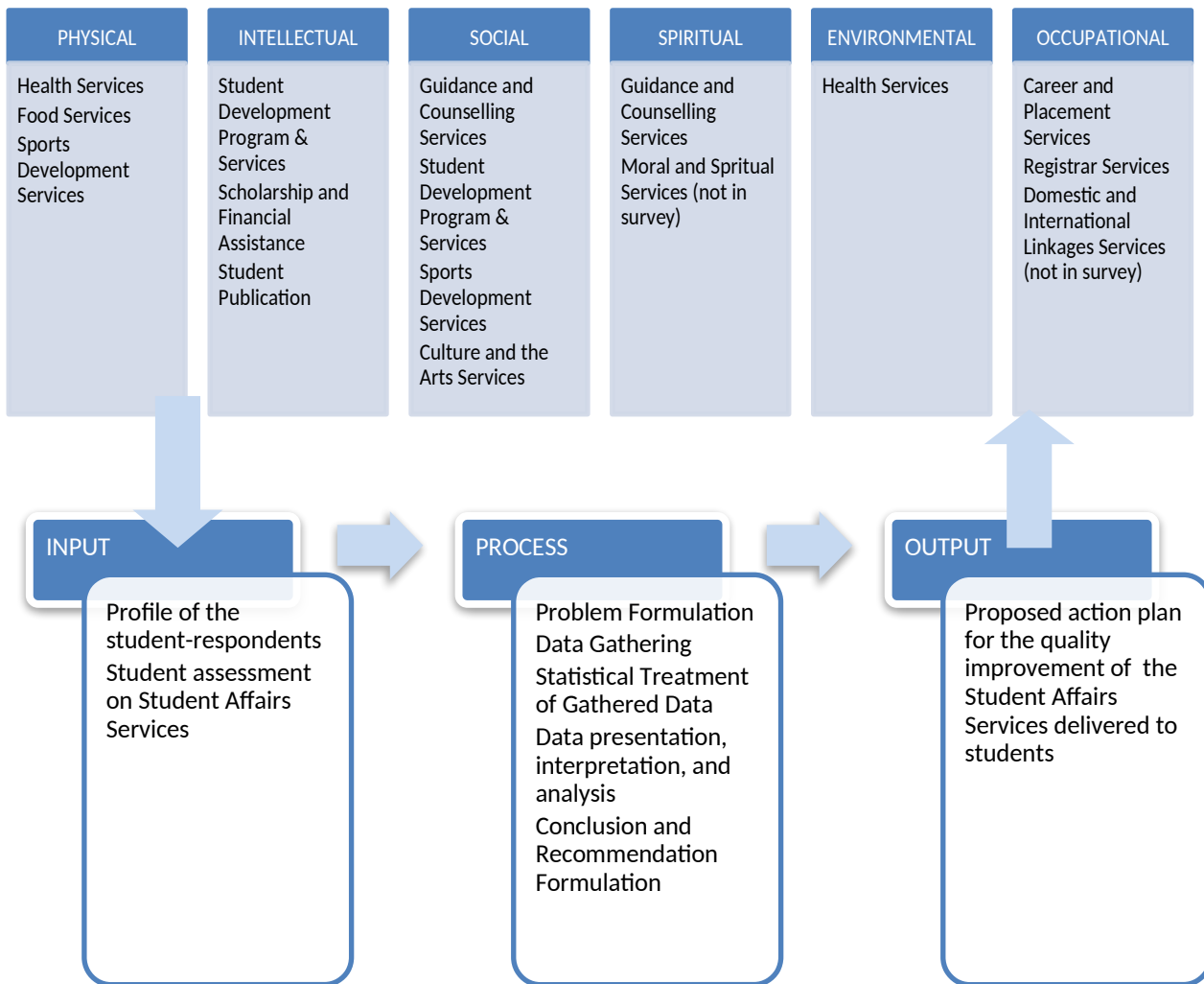


Figure 1: Conceptual Framework

Methodology

The study aims to describe the profile and the students’ assessment of the Student Affairs Services offered by NEUST. To be able to do so, the researchers have utilized descriptive research method. As defined by Koh, et al. (2000), descriptive research works on the premise that “problems can be solved and practices improved through observation, analysis, and description.”

The researchers employed convenience and quota sampling techniques. Saunders (2012) defined convenience sampling as a non-probability sampling method that considers a sample population

that is convenient to reach out to. The researchers chose the students from their home department as respondents and distributed the questionnaires during the enrollment period to maximize the availability of the sample. With regards to the criteria, the researchers set a single criterion: at least one-year residency in the University to be able to give fair and more accurate assessment of the services provided. In line with this, the researchers were able to apply the principles of quota sampling by using judgment to set a selection process for a subset that will be selected as respondent pool. In this case, the respondents were selected based on their year level (Dodge, 2003).

The survey was administered during the enrollment period of 1st Semester A.Y. 2019-2020. There were a total 502 respondents comprised of 376 of 2nd year students, 101 of 3rd year students, and 25 of 4th year students.

Questionnaires served as the main data gathering tool. The researchers adopted the existing survey form that is currently being used by the Office of Student Affairs to assess their services. The questionnaire was comprised of 11 sections. The first consisted of the profile section where the demographics of the respondents can be determined. The second to tenth sections encompassed the services to be assessed by the students namely: Scholarship and Financial Assistance, Health Services, Guidance and Counselling Services, Career and Placement Services, Food Services, Registrar's Services, Student Development Program and Services, Student Publication, Sports Development Services and Culture and the Arts Services.

The researchers used various statistical methods to treat and analyze the data gathered. Percentage was applied to describe the profile of the respondents based on their sex and age.

With regards to the measurement of the students' assessment of the student affairs services offered by the University, interpretation of the findings and the students' responses were described by using the Likert Scale shown in the table below.

Table 1: Likert Scale for Students' Assessment

Scale	Range	Verbal Description
5	4.21 – 5.00	Very Strongly Agree
4	3.41 – 4.20	Strongly Agree
3	2.61 – 3.40	Moderately Agree
2	1.81 – 2.60	Slightly Agree
1	1.00 – 1.80	Do Not Agree At All

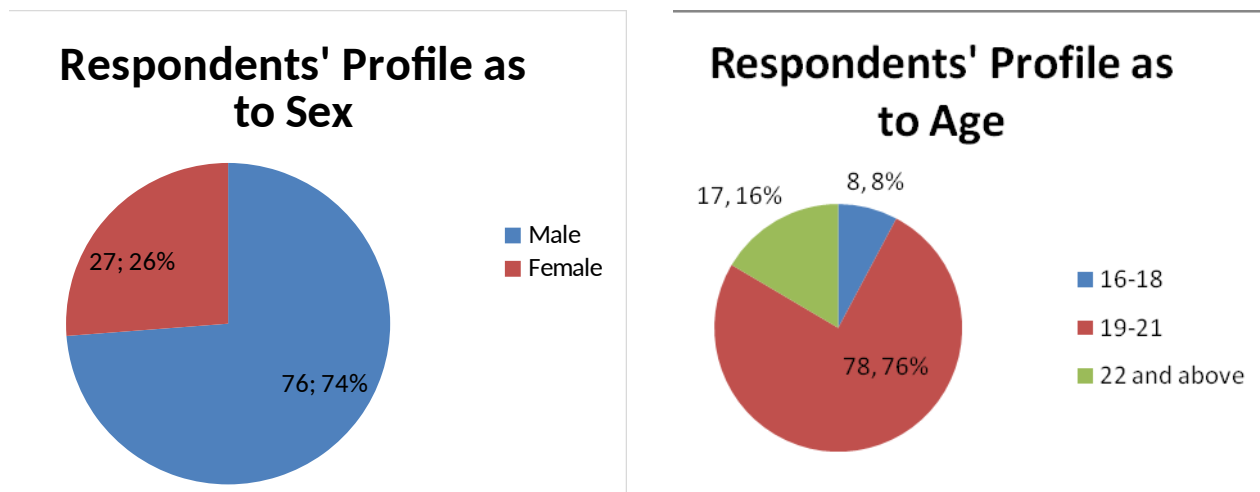
For the interpretation and consolidation of the final results, the researchers used weighted mean and ranking to compute and generate a summary of all the responses from the students. Range and verbal description of the final results were described in the table below.

Table 2: Likert Scale for Final Results

Scale	Range	Verbal Description
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5	4.21 – 5.00	Excellent
4	3.41 – 4.20	Very Good
3	2.61 – 3.40	Good
2	1.81 – 2.60	Poor
1	1.00 – 1.80	Needs Improvement

Results and Discussion



Figures 2 and 3: Profiles of the Respondents

Profile of the Respondents

Figures 2 and 3 above show the profile of the respondents according to age and sex, respectively. As can be seen in the figure, most of the respondents are between 19-21 years old (76%). This finding reveals that BSIT students during the 1st Semester of S.Y. 2019 – 2020 are regular students whose age is within the age range students considering the educational system that the education sector is implementing at present – the K-12 curriculum. DepEd requirement for Grade 1 admission is for children to reach 6 years of age or more by the August 31st of the school year they will enroll in. This means that if they reach college level, their age is between 19-21 years old. It must also be noted that schools and the DepEd are now stricter in terms of the child’s age, as K-12 considers the child’s readiness, social and emotional development aside from mental capacity.

As regard sex, almost two-thirds (75%) of the respondents are Male. This indicates that there are fewer female IT students in NEUST which yielded to almost the same ratio in both local and international scenarios. In 2017, Commission on Higher Education conducted a study on males vs females enrollment where they found out that enrolees of IT related courses in public and private universities and colleges were comprised of 97.4% males and only 2.6% females. In the international setting, the study of Watson, as cited by Dickinson in 2018 reveals that “...female students are making up only 20% of the graduates coming from Australia’s universities.” Similarly, Huyer (2017) reported a steady decrease in female IT graduates in Australia since 2000. The above data show a very noticeable disparity between male and female students/graduates in the field of Information Technology.

Table 3: Description of Students Satisfaction on Financial Assistance/Scholarship

Item Statements (f = 103)	Rating					Weighted Mean
	5	4	3	2	1	
	Very Strongly Agree	Strongly Agree	Moderately Agree	Slightly Agree	Do not Agree at All	
1 There is an office for Scholarship under the Office of Student Affairs that caters scholarship programs of the University	42	37	20	4	0	4.14
2 Scholarship brochures are made available at the center for the wide dissemination of information and easy access on scholarship programs' concerns, requirements, guidelines and the like.	31	41	27	3	1	3.95
3 Colleges and campuses of the University are provided with clear application procedures in the application of different scholarship and/or financial grants-in-aid program.	29	46	23	5	0	3.96
4 The Scholarship Center assists and gives prompt service to the applicants processing their papers.	33	38	24	8	0	3.95
5 The applicants undergo screening and are given enough time to process their application.	29	41	27	4	2	3.88
Grand Mean						3.97
Description						Strongly Agree

The respondents agreed that there are available financial assistance and scholarship grants given to deserving students. The financial assistance some students are receiving in addition to their free tuition and miscellaneous fee coverage. With a grand mean of 3.97 (interpreted as Strongly Agree), findings indicate that CICT students are aware of the different scholarship programs offered by the University. It further shows that procedure in screening and application process of scholarship and financial assistance application must be thoroughly reviewed particularly on the aspect of making the information known to the public. Republic Act No. 10648 also known as "Iskolar ng Bayan Act of 2014" specifies that there must be a dissemination campaign to be held to all public high schools on the implementation of "other scholarship" programs and the availability of scholarship slots in the university.

Table 4: Description of Students Satisfaction on Health Services

Item Statements	Rating (%)					Weighted Mean
	5	4	3	2	1	
	Very Strongly Agree	Strongly Agree	Moderately Agree	Slightly Agree	Do not Agree at All	
1 There is an Office for Medical/Dental services located at the University Clinic administered by	56	34	11	1	1	4.39

	licensed medical, dental, & allied professionals.						
2	Medical/Dental services are made available at the University clinic and basic medication is provided to walk-in student-patients.	46	41	14	2	0	4.29
3	Health personnel of the University Clinic are licensed and health services are always made available in the clinic.	40	38	24	1	0	4.14
4	The University clinic promotes healthy lifestyles through the conduct of physical activities like Zumba and healthy diet as Nutri-quiz among faculty and students.	38	47	14	4	0	4.18
5	Adequate facilities for health care and updated health records of students are kept and maintained at the University Clinic.	42	36	23	1	1	4.14
Grand Mean							4.22
Description							Very Strongly Agree

Table above presents the data on the assessment made by the CICT students on the aspect of Health Services. This program/service got the highest grand mean of 4.22 described as Very Strongly Agree. The overall result shows that medical/dental services are made known to the CICT students by the Health and Safety Coordinator of the College and that the University Clinic, particularly in Sumacab Campus, provides basic medication to walk-in student-patients as well as faculty members and staff. This further implies that although school can be considered as an agency for health promotion, it must also be realized that this is an agency of disease transmission and acquisition. Basco (2008) states that it is not just the physical and social environment of the school can affect the health of employees and students but also the quantity and the quality of the task they perform in school. Hence, it is imperative that schools offer services that cater to the health needs of both school personnel and its clientele. For their general well-being, these services be availed of and fully utilized by them.

Table 5: Description of Students Satisfaction on Guidance and Counselling Services

	Item Statements	Rating (%)					Mean
		5	4	3	2	1	
		Very Strongly Agree	Strongly Agree	Moderately Agree	Slightly Agree	Do not Agree at All	
1	There is a University Guidance Office at the Office of Students Affairs and Guidance Offices in each College/Campus headed by competent Guidance Coordinators.	47	41	15	0	0	4.31
2	Guidance and counselling services are made available in the University and respective Colleges where one can immediately go to.	38	42	22	1	0	4.14
3	There is a counselling room provided to ensure privacy and confidentiality of counselling	34	44	23	2	0	4.07

	sessions.						
4	The University Guidance Counsellor nor the guidance coordinator observes confidentiality of problems.	41	36	25	1	0	4.14
5	The Guidance Office serves as the liaison in intervening problems among & between students, faculty-students & other concerned academic personnel.	34	41	25	0	1	4.04
Grand Mean							4.00
Description							Strongly Agree

Table 4 above shows that student-respondents believe that the university in general and the CICT in particular have very satisfactory/good guidance and counselling services. This means that the college guidance coordinator and the university guidance counselor are competent in providing quality service to its clientele – the CICT students. These services are important to students and the university has a huge role in bringing out the best in them. Proper counselling will help incorporate valuable lessons in their daily life. Some sessions should involve career guidance, where the students are advised on the selection of courses and different career paths. It's important to prepare them for life after school and what to expect in the different fields they might opt for (<https://www.nalandaschool.org/importance-of-guidance-and-counseling>).

Table 6: Description of Students Satisfaction on Career and Placement

	Item Statements	Rating (%)					Mean
		5	4	3	2	1	
		Very Strongly Agree	Strongly Agree	Moderately Agree	Slightly Agree	Do not Agree at All	
1	There is an Alumni office in the University that keeps records of graduates for future reference.	40	43	18	1	1	4.17
2	The Alumni office has file of tracer study on the whereabouts of the graduates and are being monitored.	39	41	19	4	0	4.14
3	Informative materials are made available and are posted on bulletin boards on job opportunities and skills development programs.	30	50	20	2	1	4.03
4	Regular career seminars and job placement services are available for the students most especially for graduating students.	35	43	23	2	0	4.08
5	The Alumni office coordinates with community, public and private agencies, alumni, for possible job placements for students.	37	38	25	3	0	4.06
Grand Mean							4.09
Description							Strongly Agree

The table above shows that career and placement program of the university and of the college 4.09 described as strongly agree. This finding indicates that for the respondents, the career and placement services offered by the school are satisfying. It further implies that these are regularly career and placement activities are held and made available to students especially to those who are graduating.

According to Australian Government Department of Education, Skills and Employment (<https://www.education.gov.au/school-work-transitions>), career education is an important element in preparing young people to successfully move from school to further education, training, or employment. This means that program like this helps in the development of knowledge, skills and attitudes of students through a planned program of learning experiences in education and training settings. It will assist students to make informed decisions about their study and work options and enable them to effectively participate in working/career life. Further, Luciano (2020) suggests "... students must be provided with opportunities to use their newly acquired knowledge in meaningful, real-life activities and assist them in working at higher levels of thinking."

Table 7: Description of Students Satisfaction on Food Services

	Item Statements	Rating (%)					Mean
		5	4	3	2	1	
		Very Strongly Agree	Strongly Agree	Moderately Agree	Slightly Agree	Do not Agree at All	
1	There is a School Canteen located at the University.	44	37	21	0	1	4.19
2	There is a certificate to operate/sanitary permit posted/displayed in a prominent area of the food outlet.	29	44	5	3	2	3.92
3	There are enough canteen/food kiosks available which cater clean & nutritious food within the University.	34	34	24	5	5	3.90
4	Foods are properly labelled as to its name and price.	29	40	24	7	3	3.83
5	Canteen personnel and helpers observed proper grooming.	29	42	25	4	3	3.87
Grand Mean							3.94
Description							Strongly Agree

Regarding the satisfaction on food services, student-respondents rated this service with a grand mean of 3.94 interpreted as Strongly Agree. However, it is noteworthy to mention, that among the 10 student services this particular program got the lowest mean score. This clearly suggest enhancement/improvement in this area particularly on the labelling and pricing of products as evidence by a 3.83 mean rating for the item "foods are properly labelled as to its name and pricing". This has to be addressed immediately since food is a basic need and that a healthy body is needed for the brain to function well. In 2013, a web article entitled "School canteens are important" (<https://eduflow.wordpress.com/2013/12/10/school-canteens-are-important/>) states that "...school

canteens can be pleasant spaces which contribute to the development of students and reflect a positive school climate.”

Table 8: Description of Students Satisfaction on Registrar’s Services

Item Statements	Rating (%)					Mean	
	5	4	3	2	1		
	Very Strongly Agree	Strongly Agree	Moderately Agree	Slightly Agree	Do not Agree at All		
1	There is the Registrar’s Office located at the University where clear enrollment procedure is carried out.	52	34	17	0	0	4.34
2	Students’ grades are released on time.	37	37	19	3	7	3.91
3	There is a clear procedure on completion of grades.	41	33	20	6	3	4.00
4	Requests for certification are acted upon promptly.	34	43	20	6	0	4.02
5	Credential evaluation is carried out promptly.	39	38	20	6	0	4.07
Grand Mean							4.07
Description							Strongly Agree

Table 8 above shows the description of students’ satisfaction on Registrar’s Services. Data show that respondents believe that University registrar’s office provides and carries out clear enrollment procedure (mean = 4.34) and that requests made by the students are acted upon promptly. Soliven (2017) said that “...the demand for quality service calls for accuracy and timeliness in the release of information and records from the Registrar’s Office”.

Table 9: Description of Students Satisfaction on Student Development Program and Services

Item Statements	Rating (%)					Mean	
	5	4	3	2	1		
	Very Strongly Agree	Strongly Agree	Moderately Agree	Slightly Agree	Do not Agree at All		
1	There is an Office for student development program and services known as the OSOAD (Office for Student Organizations, Activities & Development) manned by a competent and committed Head & Adviser.	52	37	14	0	0	4.37
2	The OSOAD helps and assists the student-officers in the planning & conduct of co-curricular & extra-curricular activities.	40	40	23	0	0	4.17
3	There are guidelines being followed in choosing the officers for political student organizations as: University Student Government-USG and the different Campuses/Colleges’ Student Council officers.	50	39	14	0	0	4.35

4	Application forms for recognition & renewal of recognition for non-political student organizations are readily available & accessible at the OSOAD & USG offices.	31	46	25	1	0	4.04
5	Every student organizations are guided by qualified and competent faculty advisers who served as their fathers/mothers during the conduct of the planned activities such as Leadership programs & other related student activities.	38	39	24	2	0	4.10
Grand Mean							4.20
Description							Strongly Agree

Ranked 3 in the overall ranking, this table shows that student-respondents strongly agree on the appropriateness and adequacy of student services offered to them in the college as evidence by a mean rating of 4.20. This shows that they are satisfied with the services and activities designed and implemented for them to be developed holistically. This claim is supported by Salida (2017) who cited that "...students who are involved in extra-curricular pursuits tend to improve their academic grades as well." This may be due to increased self-esteem, motivation and better time management. They become better organized in the classroom. They demonstrate a reduction of at-risk behavior and a heightened sense of belonging, resulting in better behavior.

Table 10: Description of Students Satisfaction on Student Publication

Item Statements	Rating (%)					Mean
	5	4	3	2	1	
	Very Strongly Agree	Strongly Agree	Moderately Agree	Slightly Agree	Do not Agree at All	
1 There is an Office for school paper publication known as "The Blaze" manned by a competent and knowledgeable Head & Adviser.	41	39	16	5	2	4.09
2 The school publication plays a liaison between the students and the administration on issues relative to education & related concerns.	28	53	21	1	0	4.05
3 The publication issues "The Blaze" magazine once every semester.	32	37	30	4	0	3.94
4 The contents of published issues are relevant to the student subscribers.	37	39	23	3	1	4.05
5 The publication solicits articles from the students and considers suggestions and comments of students for publication.	35	43	21	4	0	4.06
Grand Mean						4.04
Description						Strongly Agree

On student publication, student-respondents rated/evaluated this area with a grand mean of 4.04 described as “Very Good”. This means that student-respondents are aware and knowledgeable about the presence of student publication board in the college called “The Pixel” and “The Blaze” in the university level. This finding also suggests that since students are fully aware of this, the contents of published issues must be relevant to the student-subscribers. And that it should solicit articles from the students and considers suggestions and comments of students for publication. The Park Press (2017) stated that “... student-run newspaper is an outlet for students to be creative with their voices. It allows them to generate ideas, gives them permission to safely express those ideas, and teaches them critical thinking skills they'll need later on in life when faced with an abundance of information outlets.” Moreover, the outcome of this section goes to show that the University strongly supports and implements the provisions in R.A. 7079 or more commonly known as the Campus Journalism Act of 1991 wherein it promotes the continuous support of press freedom and the development of campus journalism.

Table 11: Description of Students Satisfaction on Sports Development Services

	Item Statements	Rating (%)					Mean
		5	4	3	2	1	
		Very Strongly Agree	Strongly Agree	Moderately Agree	Slightly Agree	Do not Agree at All	
1	There is an Office that manned and guided the Sports Development Center of the University that develops wellness of Faculty, Staff & Students.	43	40	16	4	0	4.18
2	The Center is developing students to become highly competitive in any sports competition.	38	44	18	3	0	4.14
3	The students are properly screened as to their & sports skills before they are accepted as University athletes and are given the chance to avail institutional scholarship.	38	40	19	5	1	4.06
4	The University provides facilities related to any sports activities.	33	46	20	4	0	4.06
5	Coaches and trainers are highly competent and qualified.	38	38	22	4	1	4.05
Grand Mean							4.10
Description							Strongly Agree

The table above shows the description of the satisfaction of students on sports development services. Findings show that respondents strongly agreed that OSOAD has been successful in making this program/service known to its clientele. This findings also suggest that the university, specifically the sports development center, is indeed successful in developing the wellness of not - just the students but the faculty and staff as well and that the university provides facilities and resources that are needed in the development of sports capability of the students which will in turn help them to develop themselves holistically. The article published online in 2015, it states that “...sport develops a sense of friendliness among the children and develop their team spirit. It helps

children to develop mental and physical toughness. And when they are physically fit, they will achieve more academically.”

Table 12: Description of Students Satisfaction on Culture and the Arts Services

Item Statements	Rating (%)					Mean
	5	4	3	2	1	
	Very Strongly Agree	Strongly Agree	Moderately Agree	Slightly Agree	Do not Agree at All	
1 There is an Office that manned and guide the Culture & the Arts Services known as the LCDC (Literary-Cultural Development Center)	43	41	15	3	1	4.18
2 The students are properly screened as to their grades & talents before they can join the LCDC and are given the chance to avail institutional scholarship.	32	51	18	2	0	4.10
3 The LCDC is developing students to become highly competitive in any arts & culture competition.	34	48	19	2	0	4.11
4 The LCDC is fully supported by the University in promoting culture and the arts activities.	45	37	18	2	1	4.19
5 Coaches and trainers are highly competent and qualified.	38	42	19	3	1	4.10
Grand Mean						4.14
Description						Strongly Agree

The findings show that overall the culture and the arts services provided by the university got a grand mean of 4.14 described as strongly agree. This goes to show that the university in general and the college in particular had provided services which aim to develop the talents of the students not just in singing, dancing but in acting and playing musical instruments as well. Generally, the findings suggest that in order to sustain these activities continues scouting of members must be done to ensure that the office can continuously provide the services not just to the university but also to those students who have potential talents on this area.

Table 13: Summary of Evaluation: Students Services

	Services	2 nd Year	3 rd Year	4 th Year	Mean	Rank
1	Scholarship and Financial Assistance	4.11	3.79	3.82	3.97 (VG)	9
2	Health Services	4.25	4.21	4.16	4.22 (E)	1
3	Guidance and Counselling Services	4.18	4.05	4.11	4.14 (VG)	3
4	Career and Placement Services	4.12	3.97	4.13	4.09 (VG)	5
5	Food Services	3.88	3.95	4.05	3.94 (VG)	10
6	Registrar's Services	4.16	3.83	4.08	4.07 (VG)	6
7	Student Development Program & Services	4.26	4.12	4.18	4.20 (VG)	2
8	Student Publication	4.13	3.94	3.92	4.04 (VG)	7
9	Sports Development Services	4.14	4.00	4.09	4.10 (VG)	4

10	Culture and the Arts Services	4.19	4.15	4.00	3.97 (VG)	8
					Grand Mean	4.07

There are 10 student programs and services included in this study, namely; Scholarship and Financial Assistance, Health Services, Guidance and Counselling Services, Career and Placement Services, Food Services, Registrar's Services, Student Development Program and Services, Student Publication, Sports Development Services and Culture and the Arts Services. Each program/service has five items that were rated by student-respondents using the 5-point Likert scale. One of the ten services was rated "Excellent" while the rest were evaluated as "Very Good". The top three programs and services, as perceived by CICT student-respondents, are: Health Services (4.22, Excellent), Student Development Program and Services (4.20, Very Good) and Guidance and Counselling Services (4.14, Very Good). The overall rating for students' program and services is 4.04 interpreted as "Very Good".

The findings above reveal that student-respondents were very satisfied with the student programs and services provided by the CICT in particular and NEUST in general. It further suggests that the overall college experience of the respondents was excellent which means that students would choose to register again at the same college if they had the choice to start over, and whether the other courses they took had assisted them to adapt to college life.

Conclusion

Based on the analysis and interpretation of the data gathered, the researchers are able to come up with the following conclusions. That the majority of the student population of the College of Information and Communications Technology are males which matches the local and international statistics of the gender of students taking up computer-related courses. Regarding the age, mostly are between 19-21 years old where it is evident that the College now caters students from the first K-12 batches.

Moreover, the students are very much satisfied with the student affairs services offered by the University as reflected by their ratings. Upon which, the Health Services are rated as the highest with Excellent while the other nine services: Scholarship and Financial Assistance, Guidance and Counselling Services, Career and Placement Services, Food Services, Registrar's Services, Student Development Program and Services, Student Publication, Sports Development Services and Culture and the Arts Services, are all rated Very Good.

And finally, the researchers are able to come up with the ranking of the services based on the students' assessment. This, alongside with the comprehensive results of the survey, can be a basis for quality improvement of the student affairs services offered by the University – focusing more to the areas that were ranked lower by the students while continuously enhancing those that were rated higher. As such, the continuous support for the holistic formation of the students can be shaped into specific and substantial actions based on what the students need.

Recommendations

Based on the findings and conclusions presented above, the researchers would like to recommend the following:

1. Consider the revision of the assessment tool to include Moral and Spiritual Services as well as the Domestic and International Linkage Services.
2. Conduct assessments regularly based on research to have measurable sets of results that can be used as basis for defining goals for quality improvement and for designing yearly action plans of the Office of Student Affairs and its subsidiaries as well as the different departments and colleges.

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