Assessing the Effectiveness of Student Affairs Services (SAS) Programs in Promoting Student Development

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INTRODUCTION

This study constitutes a comprehensive evaluation of the Student Affairs Services (SAS) at Northwest Samar State University (NwSSU), recognizing the integral role of SAS in fostering student development beyond academics. In contemporary higher education, learning demands more than classroom instruction; students require holistic support systems that address their emotional, social, personal, and professional growth. SAS encompasses various units and services, including counseling, health care, scholarship administration, leadership training, and career services, all designed to meet these broader developmental needs.

In an environment of increasing accountability and competition, universities must ensure that their support services are effective, responsive, and aligned with institutional goals and student expectations. Therefore, evaluating how students perceive these services is critical for continuous improvement. This study seeks to gather students' feedback on the effectiveness of SAS and translate the findings into actionable recommendations to enhance services and better support students' academic engagement, personal well-being, and career readiness throughout their university journey.

Rationale

Student Affairs Services play a pivotal role in complementing academic programs by promoting student welfare, personal growth, leadership development, and career preparedness. Despite this, many universities lack regular, structured assessments of these services, relying instead on informal feedback or outdated evaluations. Without systematic evaluation, it becomes difficult to determine whether SAS programs are achieving their objectives or effectively responding to evolving student needs.

Recent scholarship underscores the value of continuous assessment in student affairs. Henning and Roberts (2016) argue that evaluation in student affairs is not merely a tool for accountability but a mechanism for continuous quality improvement, ensuring that programs remain relevant, effective, and impactful. Similarly, the Council for the Advancement of Standards in Higher Education (CAS, 2015) emphasizes that assessment is a professional responsibility necessary for aligning student affairs work with institutional missions.

Research has also established that effective SAS contributes to critical outcomes such as student retention, persistence, and engagement. For instance, Al-Kuwari (2023) found that students who utilize support services are more likely to persist and perform well academically. Wall et al. (2016) advocate embedding social justice principles into assessment to ensure inclusivity and equity, addressing the diverse backgrounds and experiences of students.

In the Philippine context, Shaheen et al. (2020) demonstrated that student support services have a direct positive impact on academic achievement and personal development. These findings emphasize the importance of evaluating SAS at NwSSU to identify strengths, address gaps, and improve services. Through this evaluation, the university can make data-informed decisions that enhance service delivery and ensure responsiveness to current student needs and future challenges.

Evaluation Questions

This study aimed to assess the effectiveness of Student Affairs Services (SAS) programs in promoting student development at Northwest Samar State University. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:

    1.1 Sex;

    1.2 Year Level; and

    1.3 Course/Program?

2. What is the level of effectiveness of the Student Affairs Services (SAS) programs as perceived by the students in terms of:

    2.1 Student Welfare Services;

    2.2 Student Development Services; and

    2.3 Career and Placement Services?

3. Based on the findings of the study, what program enhancement strategies can be proposed to improve the implementation of the Student Affairs Services at Northwest Samar State University?

Evaluation Model Utilized

This study employs Stufflebeam's CIPP Evaluation Model such as Context, Input, Process, Product to systematically guide evaluation. Context evaluation focuses on understanding student needs, institutional priorities, and the broader educational environment. This involves reviewing the university's mission, SAS goals, and strategic plans to determine what services are expected to achieve and whether they align with institutional aims. Input evaluation examines the resources, policies, staffing, and infrastructure that support SAS delivery. This evaluation looks at whether the university has sufficient personnel, budget, training, and facilities to operate the services effectively. Process evaluation monitors how services are actually delivered checking if they follow planned procedures, maintain quality standards, and reach the intended number of students. For example, it assesses whether counseling sessions are conducted regularly or if leadership workshops follow established curricula. Product evaluation measures the outcomes of SAS programs, focusing on students' self-reported satisfaction, perceived gains in skills, knowledge, confidence, well-being, and career readiness. This part answers whether SAS achieves its intended effects from the students' perspective.

Using this all four aspects, the CIPP model ensures that evaluation addresses what is being achieved, how it is achieved, and whether it meets the right needs using the right resources.

Review of Literature

Recent research emphasizes the critical role of Student Affairs Services (SAS) in shaping students' academic success, engagement, and holistic development.

Henning and Roberts (2016) assert that structured assessment is vital for demonstrating the effectiveness of student affairs initiatives and supporting continuous improvement. This is relevant to the present study because it reinforces the need for formal evaluation mechanisms to ensure SAS at NwSSU remains effective and impactful.

The Council for the Advancement of Standards in Higher Education (CAS, 2015) offers professional standards that guide assessment practices, ensuring that programs align with institutional missions and promote learning

outcomes. Their framework justifies the present study's emphasis on evaluating SAS through established assessment models like CIPP.

A study Al-Kuwari (2023) at Qatar University found a positive correlation between students' use of campus services and academic persistence and performance. This finding supports the investigation of whether NwSSU's SAS contributes similarly to student retention and success.

Spanierman et al. (2013) highlight that participation in learning communities fosters a sense of belonging and engagement, which enhances persistence and satisfaction. This is related to the current study as it emphasizes the importance of evaluating how SAS programs promote student inclusion and involvement.

Shaheen et al. (2020) report that effective student support services not only improve academic achievement but also enhance students' personal development and well-being. Their study underscores the holistic objectives of SAS, validating the need for evaluating these multifaceted outcomes at NwSSU.

Levy, Hess, and Thomas (2015) argue that integrating assessment within student affairs improves institutional accreditation outcomes and showcases the educational value of co-curricular activities. This relates to the current evaluation by linking assessment to institutional accountability and recognition.

The work of Wall et al. (2016) advocates embedding social justice principles in assessment to ensure evaluation promotes inclusion and equity for diverse students. This is relevant because NwSSU serves a diverse student population, making it essential to assess whether SAS meets the needs of all groups.

Stephens et al. (2015) emphasize that assessment can identify systemic barriers faced by marginalized students, enabling more equitable support. This connects to the study's goal of identifying gaps in SAS that may disadvantage certain student groups.

The American College Personnel Association & NASPA (2015) position assessment as a core competency for student affairs professionals, essential for evidence-based practice and accountability. Their advocacy underscores the professional imperative of conducting evaluations like this study.

Collectively, these studies support the necessity of an ongoing, structured evaluation of SAS to ensure its effectiveness, responsiveness, and alignment with student needs and institutional goals at NwSSU.

METHODOLOGY

This study used a quantitative research design to evaluate students' perceptions of SAS program effectiveness using structured survey data analyzed through descriptive statistics.

Sampling Procedure

The population included 1,410 undergraduate students enrolled across NwSSU campuses. Using Slovin's formula at a 95% confidence level and 5% margin of error, a sample of 312 students was determined. Simple random sampling was applied by randomizing student ID numbers to ensure equal chances of selection.

Instrument

The study employed a structured questionnaire developed based on CHED's SAS framework. The questionnaire used a 5-point Likert scale (1 = Very Ineffective; 5 = Very Effective) with 15 items covering three key domains such as Student Welfare Services, Student Development Services, and Career and Placement Services.

The questionnaire was validated by a panel comprising PESO Coordinator, a Guidance Counselor/Psychometrician, and a Quantitative and Qualitative Research Expert to ensure content validity. A pilot test with 30 students produced a Cronbach's alpha of 0.87, confirming internal consistency.

Procedure for Data Collection

Ethical approval was secured from the Campus Heads. Surveys were distributed via Google Forms and printed copies for students with limited internet access. Data collection lasted two weeks, with reminders issued at day 7. Respondents was voluntary and anonymous, with informed consent provided at the start of the survey.

Data Analysis

Data were analyzed using Microsoft Excel to compute descriptive statistics (means, frequencies, and percentages). SAS components with mean ratings below 4.0 were identified as needing improvement. Findings were presented through tables for clear interpretation.

Ethical Consideration

Respondents were fully informed of the study's objectives, voluntary participation, confidentiality measures, and their right to withdraw anytime without penalty. No identifying data were collected. Data were securely and following institutional and CHED ethical guidelines.

RESULTS AND DISCUSSION

This section presents the results of the study based on the collected data from the respondents. They are analyzed in accordance with the specific objectives to provide a holistic picture of the ultimate goal of the study

Profile of the Respondents

This section presents the tables 1 to 3 profiles of the respondents from Northwest Samar State University (NWSSU) – San Jorge Campus. The demographic information includes sex, course/program enrolled, and year level, which provide context in understanding the perspectives of students in evaluating the effectiveness of Student Affairs Services (SAS).

Sex. Table 1 reveals that the majority of the respondents were female, comprising 181 students or 58.01% of the total population. Male respondents accounted for 121 or 38.78%, while 10 students (3.21%) preferred not to disclose their sex. This indicates a predominantly female representation among the respondents, which may influence the overall perceptions toward the student services being assessed.

Table 1 Respondents' Profile relative to their Sex

Sex	F	%
Female	181	58.01
Male	121	38.78
Prefer not to say	10	3.21
Total	**312**	**100**

This result is reflective of a broader trend in Philippine higher education institutions (HEIs), where females consistently outnumber males in enrollment statistics. According to CHED (2023), over the past decade, there has been a steady rise in female enrollment, particularly in teacher education, health-related courses, and business programs. This demographic pattern may influence how student services are utilized and perceived, as female students are often more engaged in counseling, wellness programs, and academic support services (Tan & Salazar-Clemeña, 2017).

The predominance of female students implies that Student Affairs Services (SAS) should strategically tailor their

programs to respond to gender-specific needs and priorities. For example, reproductive health awareness, gender-based violence prevention, and mental health counseling are often high-priority services for female students (Espinosa & Lariosa, 2020). Conversely, male students, while fewer in number, may require focused attention in areas such as mental health stigma reduction, aggressive behavior interventions, and substance abuse prevention (Guevara, 2018).

Additionally, the presence of respondents who preferred not to disclose their sex, though small, points to a growing awareness of gender diversity and inclusion within the student population. As universities move toward inclusive practices, there is a need for gender-sensitive and LGBTQ+-inclusive programs, facilities, and grievance mechanisms. The integration of gender sensitivity training and safe spaces across campuses aligns with national guidelines such as CHED Memorandum Order No. 01, s. 2015, which mandates gender mainstreaming in Philippine higher education.

Course/Program. Table 2 outlines the academic programs of the respondents. The largest group came from the Bachelor of Science in Criminology (BSCRIM) program with 65 students (20.83%), followed by BEED with 59 (18.91%), and BSIT with 53 (16.99%). Other courses included BSF (47 or 15.07%), BAT (44 or 14.11%), and BSA (27 or 8.65%). The least represented course was BTLED with 17 students (5.45%). This shows a wide representation across different programs offered at NWSSU San Jorge Campus.

Table 2 Respondents' Profile relative to their Course

Courses/Program	f	%
BSA	27	8.65
BAT	44	14.11
BSCRIM	65	20.83
BSF	47	15.07
BSIT	53	16.99
BEED	59	18.91
BTLED	17	5.45
Total	**312**	**100**

This distribution reflects the diverse academic backgrounds of the respondents, each with distinct student support needs. For instance, Criminology and IT students may require services related to industry linkages, internships, and technical certification support, while Education and Theology students might benefit more from pedagogical workshops, values formation, and communication skills training (Dumlao & Piad, 2022). Programs with higher enrollment also indicate increased demand for student support services in terms of guidance counseling, career services, and academic advising (De Guzman et al., 2017).

The variety in course representation implies that Student Affairs Services (SAS) should not adopt a one-size-fits-all approach. Instead, the SAS unit should align its services with the specific academic and career trajectories of the students in each program. For example, Criminology students may require career orientation and simulations related to law enforcement, while Education majors may benefit from peer tutoring, practice teaching support, and licensure exam preparation (Orbe & Ellamil, 2021). The presence of programs like Agriculture and Fisheries, which are aligned with local industry demands, further reinforces the need for community-based extension programs and local job placement services.

Moreover, courses like BTLED, which had the lowest enrollment, must not be overlooked. Even smaller

programs require equal access to student development opportunities, especially in leadership, training, and participation in university-wide activities. Inclusive programming ensures equity across all academic tracks and supports CHED's mandate to enhance holistic student development across all disciplines (CHED, 2019).

Year Level. Table 3 presents the year level of the student respondents. The second-year students formed the majority, with 144 or 46.15%, followed by first-year students with 98 (31.41%). The third-year and fourth-year students accounted for 49 (15.71%) and 21 (6.73%), respectively. The higher proportion of lower-year students may suggest that feedback is more reflective of their earlier experiences with SAS programs.

Table 3 Respondents' Profile relative to their Year Level

Year Level	F	%
First year	98	8.65
Second year	144	14.11
Third year	49	20.83
Fourth year	21	15.07
Total	**312**	**100**

This distribution suggests that the majority of the feedback on Student Affairs Services (SAS) programs was provided by underclassmen (first and second years). These students are typically in their formative academic stages, where adjustment to university life, understanding of institutional support systems, and development of foundational skills are crucial. Therefore, their insights are vital in evaluating how effective SAS programs are in easing transitions, fostering belongingness, and building academic and personal competencies (Padua et al., 2021).

The lower representation of third- and fourth-year students could be attributed to internship schedules, thesis work, or reduced academic load, which may limit their availability or willingness to participate in survey activities. Nevertheless, it is essential that student support services remain responsive across all year levels. For instance, while lower years may need orientation, mentorship, and adjustment counseling, upper-year students are more likely to benefit from career placement services, exit counseling, licensure exam reviews, and networking opportunities (Reyes & Cruz, 2018).

This data implies that SAS programs should adopt a year-level-based approach in service design and delivery. First-year students may benefit most from bridging programs and peer assistance, while seniors may require career development resources, job fairs, and alumni networking platforms. A tiered, developmental approach aligns with the principles of student development theory, which emphasizes different support needs at various stages of a student's academic journey (Astin & Antonio, 2016).

Level of Effectiveness of the Student Affairs Services (SAS) Programs

Table 4 to 6 presented the Level of effectiveness of the SAS in terms of Student Welfare Services, Student Development Services and Career and Placement Services.

Student Welfare Services. Table 4 presents the effectiveness of Student Welfare Services, with a grand weighted mean of 3.64, interpreted as Effective. The highest-rated items were safety and security measures and orientation programs for new students, both with a mean of 3.75, indicating that students feel safe on campus and are adequately oriented upon entry. Emergency response services (3.74) and counseling services (3.70) also received high marks, suggesting responsive health and psychological support. However, dormitory or housing services scored lowest (3.47), indicating a need for improvement in student accommodation.

Table 4 Mean Scores Related to Level of Effectiveness of the Student Affairs Services (SAS) Programs relative to Student Welfare Services

Statement	Mean	Description
1. The health and medical services are sufficient and accessible for students.	3.63	Effective
2. The counseling services address emotional and psychological needs effectively.	3.70	Effective
3. Emergency response services are responsive and reliable.	3.74	Effective
4. Safety and security measures ensure a safe environment within campus premises.	3.75	Effective
5. Scholarship and financial aid programs are effectively managed and communicated.	3.51	Effective
6. Food services (canteen or cafeteria) meet acceptable standards for nutrition and hygiene.	3.61	Effective
7. Dormitory or housing services are safe and well-maintained.	3.47	Neutral
8. The grievance and complaint mechanisms are accessible and responsive to student concerns.	3.62	Effective
9. The university provides effective orientation programs to familiarize new students with support services.	3.75	Effective
10. Disability and special needs support services are available and responsive when needed.	3.64	Effective
Grand Weighted Mean	**3.64**	**Effective**

Legend:

Score Range   Interpretation

1.0 - 1.99   Very Ineffective

2.0 - 2.99   Ineffective

3.0 - 3.99   Neutral to Effective

4.0 - 5.0   Effective to Very Effective

The findings in Table 4 reveal that most aspects of Student Welfare Services are rated as Effective, with a grand mean of 3.64. This suggests that students generally perceive the university's provisions for health, safety, counseling, and financial support as adequate. The high ratings for safety, emergency response, and orientation programs imply that students feel secure and well-oriented, which contributes to a more conducive learning environment.

The university's strong welfare services promote not only student safety and well-being but also their academic persistence and satisfaction. However, the lower rating for dormitory or housing services (mean = 3.47) suggests an area that requires attention. Improving these facilities could further enhance student comfort and support retention. As Tinto (1993) emphasized, a secure and supportive environment plays a key role in reducing attrition

and promoting student success

Student Development Services. As shown in Table 5, Student Development Services had a grand weighted mean of 3.72, also rated as Effective. The highest score was for awards and recognition programs (3.77), reflecting their strong motivational impact. This was followed closely by support for student organizations, cultural activities, and sports and recreation, all scoring between 3.73 and 3.74. Even the lowest-rated item, peer mentoring and tutoring programs (3.67), still fell within the effective range, indicating consistent positive perception.

Table 5 Mean Scores Related to Level of Effectiveness of the Student Affairs Services (SAS) Programs relative to Student Development Services

Statement	Mean	Description
1. Leadership development programs help improve my leadership skills and confidence.	3.71	Effective
2. Student organizations are supported by the university to promote student engagement.	3.74	Effective
3. Cultural activities (e.g., cultural shows, festivals) promote appreciation of diverse cultures.	3.73	Effective
4. Sports and recreation programs provide ample opportunities for physical wellness and teamwork.	3.73	Effective
5. Volunteer and outreach activities are encouraged and facilitated by the university.	3.70	Effective
6. Peer mentoring and tutoring programs are available to support academic success.	3.67	Effective
7. Campus-wide celebrations and events foster a sense of belonging and school spirit.	3.73	Effective
8. Opportunities are provided for students to organize and lead projects or events.	3.72	Effective
9. Awards and recognition programs motivate and acknowledge student achievements.	3.77	Effective
10. There are training programs to develop communication and interpersonal skills.	3.69	Effective
Grand Weighted Mean	**3.72**	**Effective**

Legend:

Score Range   Interpretation

1.0 - 1.99	Very Ineffective
2.0 - 2.99	Ineffective
3.0 - 3.99	Neutral to Effective
4.0 - 5.0	Effective to Very Effective

The results validate the significance of co-curricular engagement in student growth. Research by Kuh (2009) found that students who participate in leadership programs, student organizations, and cultural activities are more likely to develop essential life skills and graduate on time (Kuh, 2009). Astin and Antonio (2016) also highlight the importance of involving students in activities beyond the classroom to enhance their leadership and interpersonal capabilities, contributing to holistic development.

Career and Placement Services. Table 6 reveals that Career and Placement Services received the highest overall rating, with a grand weighted mean of 3.77, categorized as Effective. Top-rated items included communication and interpersonal skills training (3.81), opportunities to lead projects (3.80), and peer mentoring (3.80). The lowest-rated service, updates on job openings (3.72), was still well within the effective range, showing strong institutional support for student employability.

Table 6 Mean Scores Related to Level of Effectiveness of the Student Affairs Services (SAS) Programs relative to Career and Placement Services

Statement	Mean	Description
1. Leadership development programs help improve my leadership skills and confidence.	3.73	Effective
2. Student organizations are supported by the university to promote student engagement.	3.72	Effective
3. Cultural activities (e.g., cultural shows, festivals) promote appreciation of diverse cultures.	3.78	Effective
4. Sports and recreation programs provide ample opportunities for physical wellness and teamwork.	3.76	Effective
5. Volunteer and outreach activities are encouraged and facilitated by the university.	3.76	Effective
6. Peer mentoring and tutoring programs are available to support academic success.	3.80	Effective
7. Campus-wide celebrations and events foster a sense of belonging and school spirit.	3.79	Effective
8. Opportunities are provided for students to organize and lead projects or events.	3.80	Effective
9. Awards and recognition programs motivate and acknowledge student achievements.	3.76	Effective
10. There are training programs to develop communication and interpersonal skills.	3.81	Effective
Grand Weighted Mean	**3.77**	**Effective**

Legend:

Score Range   Interpretation

1.0 - 1.99	Very Ineffective
2.0 - 2.99	Ineffective
3.0 - 3.99	Neutral to Effective
4.0 - 5.0	Effective to Very Effective

These findings align with studies underscoring the importance of career services in preparing students for life after graduation. According to NACE (2022), career readiness programs that include resume building, mock

interviews, and networking significantly increase the chances of job placement among graduates (NACE, 2022). Moreover, Astin and Antonio (2016) emphasized that career-related support and opportunities contribute to a student's sense of purpose and readiness for post-college life.

Summary

The following is a summary of the study, which aimed to evaluate the effectiveness of the Student Affairs Services (SAS) at Northwest Samar State University (NWSSU) - San Jorge Campus. The research gathered insights from students, focusing on their demographic profile, perceptions of the effectiveness of the SAS programs, and potential strategies for program improvement.

1. The demographic profile of the respondents from Northwest Samar State University (NWSSU)–San Jorge Campus revealed that the majority were female (58.01%), followed by male students (38.78%), with a small portion (3.21%) opting not to disclose their sex. This trend aligns with the general enrollment pattern in Philippine higher education institutions where female students often outnumber males. Regarding academic programs, the respondents were from various disciplines, with the largest group coming from the Bachelor of Science in Criminology (BSCRIM) program (20.83%), followed by Bachelor of Elementary Education (BEED) (18.91%) and Bachelor of Science in Information Technology (BSIT) (16.99%). The second-year students represented the majority (46.15%), followed by first-year students (31.41%). The findings indicate a diverse student body, which underscores the need for student services that address the specific needs of different genders, academic programs, and year levels.

2. The study assessed the level of effectiveness of the Student Affairs Services (SAS) programs in three key areas: Student Welfare Services, Student Development Services, and Career and Placement Services. In terms of Student Welfare Services, the overall rating was 3.64, which is categorized as Effective. The highest-rated services were safety and security measures (3.75), emergency response services (3.74), and orientation programs (3.75). However, dormitory or housing services received the lowest rating (3.47), indicating room for improvement. For Student Development Services, the overall rating was 3.72, also considered Effective, with awards and recognition programs (3.77) being the most positively rated. Finally, Career and Placement Services had the highest overall rating of 3.77, reflecting strong support for career development, with the highest-rated services including communication skills training (3.81) and opportunities for leadership (3.80). Overall, all the SAS programs were perceived as effective, though some areas, like housing services, require enhancement.

3. Based on the findings, several strategies can be proposed to improve the implementation of Student Affairs Services at NWSSU–San Jorge Campus. First, enhancing housing services, which received the lowest rating among the welfare services, should be a priority to ensure that students have comfortable and well-maintained accommodation. Second, the university should continue to foster strong student development programs, particularly by expanding leadership opportunities and supporting student organizations, which received high ratings. Third, Career and Placement Services should maintain its high standards, while also ensuring that job placement services are continuously updated to meet the needs of students in all disciplines. Additionally, the university should ensure that programs are tailored to the specific needs of students based on their year level and academic program, with particular focus on underclassmen who are still adjusting to university life.

CONCLUSION

Based on the findings of the study, it can be concluded that the Student Affairs Services (SAS) programs of Northwest Samar State University – San Jorge Campus are generally effective in promoting student development and well-being. Students across all year levels and courses expressed a favorable perception of the SAS programs, particularly in areas such as guidance and counseling, student organizations, and health services. However, there are still areas that require improvement to further enhance the delivery and accessibility of these services.

The study also revealed that while most students benefit from the SAS programs, there is a need to strengthen awareness and communication efforts, ensure sufficient staffing and resources, and provides more student-centered activities and support mechanisms. These enhancements will help make SAS programs more responsive

to the evolving needs of the student body.

Therefore, continuous assessment and improvement of the SAS programs are essential in sustaining their relevance and effectiveness. The insights and recommendations drawn from this study can serve as a basis for planning and implementing strategic actions that foster holistic student development in higher education institutions.

RECOMMENDATION

Based on the findings and conclusions of the study, the following recommendations are proposed to enhance the effectiveness of Student Affairs Services (SAS) programs at Northwest Samar State University – San Jorge Campus:

1. Improve information dissemination strategies to ensure that all students are aware of the available SAS programs and know how to access them. This can include regular orientations, updated online platforms, and clear campus announcements.
2. Provide continuous training and capacity-building for personnel involved in student services to equip them in addressing the evolving needs of students, especially in areas such as mental health, academic support, and leadership development.
3. Encourage student involvement in the planning and evaluation of SAS programs to ensure that services remain relevant and responsive to their needs and concerns.
4. Allocate additional resources to improve and expand facilities related to student services, such as counseling areas, health clinics, and recreational spaces.
5. Strengthen the monitoring and evaluation mechanisms of SAS programs to regularly assess their impact and make necessary adjustments based on student feedback and assessment results.
6. Establish partnerships with external organizations such as government agencies, private institutions, and NGOs to augment resources and enhance the quality of services offered.
7. Institutionalize a student-centered approach that ensures inclusivity and accessibility of all services, particularly for students from diverse and marginalized backgrounds.

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Assessing the Effectiveness of Student Affairs Services (SAS) Programs in Promoting Student Development in Northwest Samar State University

Appendices

Survey Questionnaire

Thank you for completing this questionnaire. Your feedback is valuable for improving the Student Affairs Services.

Part I. Respondents Profile

Name (Optional): _____

Sex:	[ ] Male [ ] Female [ ] Prefer not to say
Year Level:	[ ] 1st Year [ ] 2nd Year [ ] 3rd Year [ ] 4th Year
Course/Program:	_____

Part II. Student Affairs Services (SAS) Programs

Instructions: Please check the box that best describes how effective each service is, based on your experience.

Use the following scale:

1 - Very Ineffective
2 - Ineffective
3 - Neutral
4 - Effective
5 - Very Effective

Student Welfare Services

No.	Statements	Very Ineffective 1	Ineffective 2	Neutral 3	Effective4	Very Effective 5
1	The health and medical services are sufficient and accessible for students.					
2	The counseling services address emotional and psychological needs effectively.					

No.	Statements					
3	Emergency response services are responsive and reliable.					
4	Safety and security measures ensure a safe environment within campus premises.					
5	Scholarship and financial aid programs are effectively managed and communicated.					
6	Food services (canteen or cafeteria) meet acceptable standards for nutrition and hygiene.					
7	Dormitory or housing services (if applicable) are safe and well-maintained.					
8	The grievance and complaint mechanisms are accessible and responsive to student concerns.					
9	The university provides effective orientation programs to familiarize new students with support services.					
10	Disability and special needs support services are available and responsive when needed.					

Student Development Services

No.	Statements	Very Ineffective 1	Ineffective 2	Neutral 3	Effective 4	Very Effective 5
1	Leadership development programs help improve my leadership skills and confidence.					
2	Student organizations are supported by the university to promote student engagement.					
3	Cultural activities (e.g., cultural shows, festivals) promote appreciation of diverse cultures.					
4	Sports and recreation programs provide ample opportunities for physical wellness and teamwork.					

5	Volunteer and outreach activities are encouraged and facilitated by the university.					
6	Peer mentoring and tutoring programs are available to support academic success.					
7	Campus-wide celebrations and events foster a sense of belonging and school spirit.					
8	Opportunities are provided for students to organize and lead projects or events.					
9	Awards and recognition programs motivate and acknowledge student achievements.					
10	There are training programs to develop communication and interpersonal skills.					

Career and Placement Services

No.	Statements	Very Ineffective 1	Ineffective 2	Neutral 3	Effective 4	Very Effective 5
1	Career orientation programs help prepare students for employment after graduation.					
2	Job fairs effectively connect students with employers and job opportunities.					
3	Resume and cover letter writing assistance is accessible and useful.					
4	Mock interview or interview preparation sessions are provided to enhance employability skills.					
5	Career counseling services are available to help students explore career paths and decisions.					
6	Internship or on-the-job training placement services are effective					

	in securing placements.					
7	Alumni networking activities are organized to connect students with graduates in their field.					
8	The university provides updates on job openings and career opportunities relevant to my program.					
9	Industry or employer partnership programs increase opportunities for student employment.					
10	Career guidance resources (e.g., online portals, manuals) are available and accessible.					

Letter to Conduct

Republic of the Philippines
Leyte Normal University
Tacloban City

May 5, 2025

REYNALDO R. AQUINO, RF, DPA
Campus Administrator
NWSSU San Jorge Campus

Thru: GETULIO A. BARCENAS JR., Ph.D.
Campus Dean
NWSSU San Jorge Campus

Dear Sir,

Greetings of peace and academic excellence!

I am writing to respectfully request your permission to conduct a survey among selected undergraduate students of NWSSU San Jorge Campus as part of the study entitled "Assessing the Effectiveness of Student Affairs Services (SAS) Programs in Promoting Student Development" This research is undertaken as a major requirement in my Ph.D. coursework in Social Science Research.

The study aims to evaluate students' perceptions of the effectiveness of Student Affairs Services in fostering their academic, personal, and professional development. Data will be collected through a structured questionnaire administered to randomly selected student respondents across different year levels and programs.

Please be assured that this research will strictly adhere to ethical standards, including obtaining informed consent, voluntary participation, and ensuring the anonymity and confidentiality of all participants. The survey will be conducted in a manner that will not disrupt regular academic activities.

In this regard, I humbly seek your approval and support to conduct the survey and coordinate with faculty and staff that may assist in facilitating the process.

Should you require additional details or documentation regarding the study, I would be pleased to provide them at your convenience.

Thank you very much for your kind consideration of this request. I look forward to your favorable response.

Respectfully yours,

MARY JOY MUSTACISA-CAPITO, MAEd.
Ph.D. Student, Social Science Research

Recommending Approval:

GETULIO A. BARCENAS JR., Ph.D.
Campus Dean

Approved:

REYNALDO R. AQUINO, RF, DPA
Campus Administrator

NWSSU-SJC RECORDS OFFICE
RECEIVED
DATE 05/0/25 TIME 10:43 Am

Letter to Validators

Validators Letter

Republic of the Philippines
Leyte Normal University
Tacloban City

April 18, 2025

Prof. Marife M. Lacaba
Director of the SSU-Center for Lifelong Learning
Samar State University
Catbalogan City

Dear Ma'am,

Good day!

I am writing to request your assistance in validating the questionnaire that I have created. The questionnaire is designed to collect data on a specific topic, and I believe that it is important to validate it before distributing it to the intended respondents.

I would appreciate it if you could take some time to review the questionnaire and provide feedback on the questions, format, and overall design. Specifically, I would like to know if the questionnaire is clear and easy to understand, if the questions are relevant and representative to the respondents, and if there are any potential biases or issues that need to be addressed.

I understand that your time is valuable, but your expertise would be immensely helpful in ensuring the accuracy and reliability of the data collected. I would be happy to answer any questions you may have or provide additional information as needed.
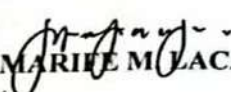
Thank you for considering my request. I look forward to hearing from you soon.

Sincerely,

MARY JOY M. CAPITO, MAEd.
PhD. Student, Social Science Research

CONFORME:

Prof. MARIFE M. LACABA
Validator

Leyte Normal University
Tacloban City

April 18, 2025

Mrs. Angelica B. Viterbo
Public Employment Service Coordinator
Northwest Samar University
San Jorge Campus

Dear Ma'am,

Good day!

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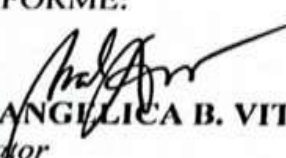
Thank you for considering my request. I look forward to hearing from you soon.

Sincerely,

MARY JOY M. CAPITO, MAEd.
PhD. Student, Social Science Research

CONFORME:

Mrs. ANGELICA B. VITERBO
Validator

Republic of the Philippines
Leyte Normal University
Tacloban City

April 18, 2025

Ms. Joan Ebias-Uy, LPT, RPm
Catbalogan City

Dear Ma'am,

Good day!

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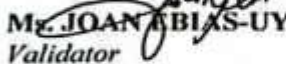
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Sincerely,

MARY JOY M. CAPITO, MAEd
PhD. Student, Social Science Research

CONFORME:

Ms. JOAN EBIAS-UY, LPT, RPm
Validator