



Student Support Services Towards Institutional Change and Development

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Abstract

Assurance of quality and assessment of the current state of services provided by government-funded colleges and universities are constantly dominating the agenda in most countries. Developing countries in the Asia Pacific, such as the Philippines, are concerned with continuously improving their academic standards while pursuing greater access and opportunity. Quality arrangements are now being sought to balance quantity, quality, and public accountability as it moves toward mass higher education with a greater diversity of students and modes combined with tightened or limited resources. As a result, SUCs (State Universities and Colleges) and LUCs (Local Universities and Colleges) are expected to constantly respond to changes in the higher education environment to address their students' diverse learning and support needs. Under such circumstances, this study is relevant. The main objective of this research is to cover the student assistance services offered by SUCs and LUCs, given that higher education institutions are focusing on meeting the standards assigned by recognized accreditation agencies on a standard-by-standard basis. Since HEIs (Higher Education Institutions) place a high value on quality assurance, and institutional and program accreditation leveling for global recognition, this study determined the current state of SSP as perceived by student respondents. This research is limited to a particular degree program (Bachelor of Science in Business Administration) from the following government-funded HEIs: University of Makati (UMak), Nueva Ecija University of Science and Technology (NEUST), Bulacan Agricultural State College (BASC), Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), and Bulacan State University (BulSU).

Keywords: *Quality assurance, accreditation, change, development, student support services*

INTRODUCTION

Colleges and universities must undergo continuous change if they are to meet the diverse learning and support needs of their students (Boggs & McPhail, 2016). State universities and local colleges in the Philippines are also improving their efforts to provide quality education. Higher Education Institutions (HEIs) are crucial in establishing a nation for global competitiveness by producing skilled human resources. Quality assurance and quality accreditation have long been observed by SUCs (state universities and colleges) and LUCs (local universities and colleges) as a seasoned philosophy to provide relevant educational programs in addition to satisfying the needs of regional and local labor markets in numerous fields. Management countermeasures to assist higher education institutions (HEI) in developing their resources are required to meet these needs. This is yet another method for ensuring institutional growth and development of higher education in the Philippines. It can also be implemented using Total Quality Management approaches. Quality as a key determinant of the social significance of education in this country, which includes economic, social, cognitive, and cultural aspects of education, can be construed as an indispensable characteristic of educational outcomes. The quality assurance and accreditation system assist universities in dealing with problems by attempting to resolve actions in conformance with the "input-implementation process-output-feedback" chain (Jamoliddinovich, 2022). In light of this, the primary purpose of this study is to examine and measure the level of

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student assistance services provided by SUCs and LUCs in light of the fact that higher education institutions are concentrating on satisfying the benchmarks assigned by recognized accreditation agencies' standard by standard. The researchers conducted a survey to determine the extent to which HEIs adhere to standards that go beyond the minimum standards set by government accrediting bodies.

LITERATURE REVIEW

HEIs pledge to improve tertiary education quality. Furthermore, universities around the world strive for exceptional quality and standards in each of their activities, specifically their teaching, research, community service, and innovation (Asiyai, 2020). The general public has a strong affinity for institutions of higher education with a high level of quality and academic rigor, and these institutions enjoy widespread support whilst having a positive public image worldwide. Higher education institutions incorporate change initiatives and proactively seek accreditation to increase their quality standards. Accreditation is, in practice, a form of external quality assurance process in which the services and operations of academic institutions or programs are examined by an external entity (accrediting agency) to assess compliance with applicable criteria.

Education is recognized as a crucial driver for the social and economic advancement of communities, as it helps individuals to enhance their socioeconomic standing by means of employment. Even so, it is critical that academic programs develop the necessary skills in graduates in terms of improving their employability (Almuhaideb & Saeed 2020). The United Nations has designated quality education as one of the important sustainable development goals, and it entails the administration of a standardized skill set for pupils (UN Sustainable Development Goals-Quality Education, 2020).

In particular, improving the quality of higher education institutions is one of the reasons why government bodies such as the Commission on Higher Education are always seeking solutions to the problem. Reforms such as rationalizing the structure of government-funded higher education institutions and enhancing the budget for higher education are being implemented to ensure resource mobilization and cost-efficiency and/or effectiveness. Consequently, these improvements will be insufficient if higher education institutions (HEIs) are not required to continuously improve and establish guidelines above the basic requirements. Accreditation is one method by which HEIs maintain compliance with the criteria. As a quality indicator, the term "accreditation" is used.

According to Lee (2004), accreditation is the current standing or may be referred to as the present status of an institution or program that fulfills minimum requirements. According to CHEA (2010), accreditation is both a process and a status. Educational accreditation is classified into two types, namely institutional accreditation and specialized or program accreditation. Institutional accreditation is based on particular criteria on the sufficiency of educational institutions' facilities, organizations, personnel, academic services, and student assistance, curriculum, student and student performance levels, and other factors. Institutional accreditation is a thorough examination of an organization's current stability, policies, and procedures. On the other hand, accreditation of a program is a mechanism for ensuring that the quality of these programs is commensurate with the level of certificates awarded to students. Accreditation also has a wide range of implications on different aspects of higher education, including enrollment, academic reputation and internationalization, research and innovation, teaching quality, and the employability of graduates (Kumar et al., 2020).

Accrediting agencies perform accreditation based on certain criteria, with the ultimate purpose of demonstrating that the institution has satisfied minimum standards and, as a result, will be granted the certificate for a predetermined time period. Indeed, his accreditation ensures

the quality of the organization's production, earning it a national and international reputation (Hanh, 2019).

The potential advantages of accreditation include the following (NBA, 2019; NAAC, 2019; Aithal, 2016): (a) It provides relevant stakeholders with an assurance of basic quality standards; (b) Credits will almost certainly transfer to other approved institution or SUCs/LUCs; (c) A degree certification that is recognized; (d) The research plan's coherence; (e) Establish HEIs and provide the required infrastructure and instructional aid and/or support; (f) Contributes to the development of training program content tailored to the needs of the relevant industry; (g) Exhibits dedication to excellence; (h) Allows for continuous improvement; (i) Recognizes accomplishments/innovations; (j) Aids in fund-raising; (k) It provides a fresh perspective of direction for building strength and overcoming weaknesses; and (l) Aids in the systematic planning, development, and review of processes, among other things.

Quality assurance, on the other hand, is a contemporary concept in Total Quality Management (TQM). Quality assurance (QA) has evolved into a solution for institutions seeking to bolster and enhance overall performance. QA necessitates a continuous evaluation of academic parameters via internal and external self-evaluation (Acevedo-De-los-Ríos, 2022). Correspondingly, an internal QA assessment is regarded as a component of an external process undertaken by an institution in preparation for an external quality QA audit (Hou et al., 2015; INQAAHE, 2018). As a direct consequence, all HEIs, including SUCs and LUCs, must ensure that appropriate and effective instruction, support, assessment, and learning resources are provided for students; that learning opportunities afforded are evaluated; and that the provider recognizes how to improve them (QAA, 2015; Hiệp, 2020).

The need for international standards-compliant, high-quality higher education has led to the formation of a number of accreditation mechanisms (Ryan, 2015). This has resulted in the development of numerous viable solutions to the problem of education (Alam, 2022). It is also critical to specify how quality is measured or evaluated, as well as whether it is determined by academic interests, students, government or professional groups, or employers (Lenn, 2004). There are two popular approaches: one focused on compliance with external standards and the other based on internal/institutional standards. In all instances, criteria and standards are evaluated using comparable tools, including statistical data, indicators, criteria, and standards (IIEP-UNESCO, 2014). According to Yu (2008), the following factors contribute to the quality of higher education: (a) a special process, the achievement of positive results by students upon graduation; (b) the process of improving the educational process; (c) feasibility, i.e., stakeholders' requests, requirements, and expectations are met; (d) investment results are realized; (e) transformations reflect changes in the creation of opportunities for students are realized; and (f) new knowledge is developed.

Total Quality Management is also linked to quality assurance. Higher education quality assurance systems play an important role in supporting and increasing the quality of educational services provided by HEIs. Internal Quality Assurance (IQA) is now well-established in higher education (Jingura & Kamusoko 2019). In addition, Alzafari and Ursin (2019) delineated Total Quality (TQ) as an element of TQM; in the field of education, TQ is the implementation of a framework of standards and methods for perpetually enhancing educational products; and it makes reference to the technical specifications, presumed attributes of educational products and procedures, operations to obtain the specifications of this product. Quality assurance is much more comprehensive and complex with educational institute structures and ethos than many of the more mechanistic and structural processes (Hasan et al., 2018; Zhou, 2019; Almendro & Silveira, 2018). During the implementation phase, QA comprises all activities associated with evaluating and enhancing the value of one or more standards, and it is the institution's assurance that the

delivered services or products satisfy the established quality standards. As a logical consequence, TQ is a component of quality management that ensures societal and community quality standards are satisfied.

The primary purpose of the Accrediting Agency of Chartered Colleges and Universities in the Philippines, also known as AACCUP, is to develop a mechanism for evaluating programs and institutions. The Master Survey Instrument, which was based on the Outcomes-Based Quality Assurance Framework aligned with the CHED (Commission on Higher Education), is used to evaluate the institutions under survey. This requires HEIs to invest significantly in the resources required to enhance faculty professional development, research, and facilities. As a result, checking and reviewing performance targets such as goals, mission, and vision statements must be done on a regular basis. Thus, improving the level of higher education institutions has been and still is a government agency's primary objective in order for the country to progress.

RESEARCH METHOD

Using quantitative approaches, the following are determined: (a) evaluation of the delivery of student services or mere assistance provided to them; (b) actions undertaken by SUCs and LUCs in the delivery of services; and (c) respondents' encountered problems in the service delivery process. Purposive sampling was used to select the number of respondents. This study's target population can be defined as selected students from government-funded HEIs. This study sought to reach 400 (four hundred) respondents, with 80 chosen from each of the following HEIs: UMaK, NEUST, BASC, EARIST, and BulSU-Sarmiento Campus. The researchers used a three-point scale to assess respondents' perceptions of the service process. Utilizing the very same three-point scale to identify the institution's current practices in the conduct of services provided to students. The approach or treatment utilized throughout the analysis of data was descriptive statistics.

Its major purpose is to find the total number of respondents who selected an item utilizing weighted data by calculating the mean. Tables depicted the frequency and percentage distributions, and the mean score of each item was calculated using a weighted mean. This represented the number of times variables were represented, along with the proportion depending on the total number of responders in every HEI. The ranking was used to indicate the order of standing of variables from highest to lowest. Using ranking, the order of factors from top to lowest was indicated.

FINDINGS AND DISCUSSION

In terms of grants and scholarships, the monitoring system for the scholar's academic status and the availability of a copy of the orientation program to both academics and grantees were among the lowest ranking criteria, with grand averages of 2.21 and 2.17, respectively. In terms of parameters for faculty teaching, the majority of participants ranked encouraging students, regardless of gender, while the punctuality of instructors was at the lowest position. Regarding responses to the offering of guidance and counseling services, the final variable relates to the provision of psychological and guidance support to LGBTQ individuals and those whose cultural backgrounds are diverse. The overall average was 2.11. In terms of health services, the diagnostic facility ranked last with a computed grand mean of 2.0. The least ranked parameter in the food services program, on the other hand, is related to permits for sanitation and health that must be visible in the cafeteria. The characteristics of the sports development program demonstrated the monitoring of sports activity (2.15) as the lowest in the ranking order.

The lowest ranking was assigned to the distribution of published school papers to students (2.04). Students who are presented with the calendar of socio-cultural activities received the lowest ranking in terms of socio-cultural development. In terms of security, "earthquake and fire

drills involving students, faculty, and staff" had the lowest calculated grand mean with 2.16. Finally, with regard to co-curricular or extracurricular activities and programs, the parameter that distinguishes student organizations that recognize students' rights was assigned at the lowest computed mean. The least-ranked change initiative in the admission and retention program was the conduct of a system for monitoring student retention. The calculated grand mean was only 2.04. In terms of grant and scholarship change initiatives, the parameters that ranked lowest are related to the simplifying of the application and orientation process for scholarships, where prior to the start of each semester, all policies and standards regarding the selection and retention of students are outlined in detail. In terms of faculty instruction, the parameters were equaled for second place, but the lowest ranked are the development of a faculty assessment committee and the committee on Student Evaluation of Teacher Performance program, both with 2.24. With a grand mean of 2.12, the delivery of life skills training programs (such as conflict and stress management, harassment, and so forth), advice and counseling, testing, and referrals to all students placed fifth among change initiatives for guidance programs. In terms of food services, respondents unmistakably demonstrated that the institution requires the recertification of health permits and sanitary permits in order to create a secure and clean environment for students. In terms of the development of sports, the revision of the athlete selection policy received the lowest ranking.

With a 1.64 grand mean, the lowest ranked parameter for other student publication change initiatives was "students are guaranteed to receive their copy of the published school paper." In terms of socio-cultural development, the institution's initiative to establish a department to develop cultural and artistic appreciation programs received only 2.09.

The security services change program, "renewal of security guard licenses and attendance at training," was placed with 2.18. The indicator for establishing an employment services office in order to create apprenticeship, career decision-making, career exploration, and credential management programs landed the lowest result. The irregular distribution of flyers and informational bulletins to students ranked highest among the points of issues encountered by admission and retention services. The list of school privileges, sponsors, and organizations that provide scholarships and financial assistance is the highest-ranked parameter in the area of grants and scholarships, according to the respondents who participated. The top indicator relates to the faculty who attempt to deliver content without imparting the learning skills which would benefit students in comprehending the information. The indicator that disclosed "faculty members who allot ample time for students to discover and learn a new skill or revisit an old skill" placed second for the most encountered issue or problem.

The most common difficulty faced when providing counseling program assistance was the administration of psychological tests that were not undertaken on a semester-by-semester schedule. The relatively limited amount of life skills seminars offered to students was the second most frequently reported issue. Furthermore, the variables on health-related activities disclosed that the "inadequacy of health and wellness services to students" was the most difficult. The variable was referring to "when cooking and preparing foods, food handlers who do not use personal protective equipment" ranked highest. It was also discovered that the absence of current copies of sanitary permits and health certifications posted in the cafeteria was a problem. In terms of sports-related activities, the related problems occurred: inadequate regulations and methods for the selection of athletes, insufficient evidence of sports activity monitoring, and student-athletes are not given adequate athletic facilities, equipment, resources, and materials. In terms of student periodicals, not every student receives copies of the published school paper.

The AACCUP instrument on student support services emphasizes the need for a well-

organized, well-operated, and sufficiently staffed student personal services program. Such a program should be equipped with the necessary services, physical facilities, and resources to achieve its goals. Administration, staff, and students should recognize and accept a program of activities and services that encompasses all variables in Table 1.

Table 1. Summary Table of Assessment Results for the Provision of Student Assistance Services

<i>Least Ranked Parameters Based on Mean Values Obtained</i>		BulSU	EARIST	NEUST	BASC	UMak	SUCs / LUC
Grants & Scholarship							
There is a copy of the orientation program for scholars and grantees.	Mean	2.27	1.81	2.32	2.34	2.09	2.17
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
There is a monitoring system for the academic status of a scholar.	Mean	2.29	1.78	2.27	2.48	2.25	2.21
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
The office provides counseling assistance to LGBTQ individuals and those of diverse cultural identities.	Mean	2.08	1.95	2.34	2.24	1.94	2.11
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
There is a medical-dental program/facility designed for diagnostic purposes.	Mean	2.10	1.63	2.12	2.17	2.25	2.05
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
There is an up-to-date copy of the sanitary permit /health permits displayed on the stall.	Mean	2.08	1.66	1.93	2.31	1.92	1.98
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
There is evidence of monitoring of sports activities.	Mean	2.07	1.72	2.27	2.41	2.29	2.15
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
Students are provided with copies of the published school paper.	Mean	2.02	1.71	2.32	2.28	1.87	2.04
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
Students are regularly provided with a schedule of socio-cultural activities	Mean	2.07	1.67	2.18	2.26	2.06	2.05
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
Security Services							
Earthquake and fire drills involving students, faculty, and staff are conducted regularly.	Mean	1.84	1.75	2.44	2.25	2.5	2.16
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
The student organization recognizes the right of students in general.	Mean	2.40	1.78	2.28	2.22	2.11	2.16
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
Admission and Retention							
A monitoring scheme is	Mean	2.19	1.69	2.29	2.36	1.66	2.04

being implemented for the retention of students.	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
Grants and Scholarship							
Simplification of scholarship application and orientation program.	Mean	1.56	1.8	2.26	2.37	2.27	2.05
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
Faculty Instruction							
Creation of faculty evaluation committee and committee on Student Evaluation of Teacher Performance.	Mean	2.24	1.79	2.31	2.49	2.50	2.27
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
Guidance Program							
The institution held programs for life skills training, guidance & counseling.	Mean	2.35	1.62	2.02	2.48	2.15	2.12
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
Food Services							
The institution has required the renewal of sanitary permits and health certificates.	Mean	2.30	1.58	2.03	2.33	1.99	2.06
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
Sports Development							
The institution has revised its policy for the selection of athletes.	Mean	2.13	1.55	2.32	2.40	2.08	2.10
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
The institution ensured that all students received their copies of the published school paper.	Mean	2.07	1.63	2.29	2.32	1.95	1.64
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
Socio-Cultural Development							
The institution has put up a socio-cultural development department to develop arts and cultural promotion activities.	Mean	2.16	1.64	2.22	2.32	2.12	2.09
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
Security Services							
The institution has ordered the renewal of security guards' licenses and attendance to training.	Mean	2.09	1.88	2.35	2.41	2.16	2.18
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed
Job Placement/Career Services							
The institution has put up a job placement office to create programs for internship and credential management.	Mean	2.24	1.85	2.27	2.46	2.25	2.21
	Interpretation	Observed	Observed	Observed	Observed	Observed	Observed

Admission and Retention Services

There is infrequent dissemination of flyers/ bulletin of information to students	Mean	2.12	1.84	2.14	2.23	1.85	2.04
	Interpretation	Encountered	Encountered	Encountered	Encountered	Encountered	Encountered
A list of school privileges, sponsors, and financial assistance is unobtainable to scholars.	Mean	2.29	1.87	2.11	2.01	1.90	2.04
	Interpretation	Encountered	Encountered	Encountered	Encountered	Encountered	Encountered

Faculty Instruction

There are faculty members who try to teach content without teaching the learning skills.	Mean	2.18	2.02	2.13	2.20	2.10	2.13
	Interpretation	Encountered	Encountered	Encountered	Encountered	Encountered	Encountered

Guidance Program Services

Psychological test administration is not conducted on a semesterly basis.	Mean	2.12	1.84	2.00	1.93	1.83	1.94
	Interpretation	Encountered	Encountered	Encountered	Encountered	Encountered	Encountered

Health Services

Health and wellness services are inadequately provided to students.	Mean	2.01	1.70	1.98	2.12	1.77	1.92
	Interpretation	Encountered	Encountered	Encountered	Encountered	Encountered	Encountered

Food Services

The food handlers do not wear protective clothing when cooking and preparing food.	Mean	2.32	1.67	1.94	1.81	1.77	1.90
	Interpretation	Encountered	Encountered	Encountered	Encountered	Encountered	Encountered

Sports Development

There is a deficiency in policies and procedures on the selection of athletes.	Mean	1.76	1.77	1.96	1.83	1.62	1.79
	Interpretation	Encountered	Encountered	Encountered	Encountered	Encountered	Encountered

Socio-Cultural Development

Students are infrequently provided with opportunities for culture and arts programs.	Mean	1.89	1.70	2.00	1.86	1.66	1.82
	Interpretation	Encountered	Encountered	Encountered	Encountered	Encountered	Encountered

Security Services

Earthquake and fire drills involving students, faculty, and staff are not conducted regularly.	Mean	2.05	1.84	1.97	1.91	1.65	1.88
	Interpretation	Encountered	Encountered	Encountered	Encountered	Encountered	Encountered

Job placement and Career Services

Students are not given assistance in career and job placement.	Mean	1.81	1.67	1.85	1.81	1.57	1.74
	Interpretation	Encountered	Encountered	Encountered	Encountered	Encountered	Encountered

Other Student Services

Students are not provided with copies of the published school paper.	Mean	1.92	1.75	1.90	1.85	1.82	1.85
	Interpretation	Encountered	Encountered	Encountered	Encountered	Encountered	Encountered

Legend 1: "1.00 – 1.49 Not Observed (NO)", "1.50 – 2.49 Observed (O)", "2.50 – 3.00 Very Much Observed (VMO)"
Legend 2: "1.00 – 1.49 Not Encountered (NE)", "1.50 – 2.49 Encountered (E)", "2.50 – 3.00 Not Encountered (NE)"

Furthermore, respondents concurred that the following challenges were experienced during the socio-cultural activities related program: (a) rarely are students provided with the opportunity to promote and appreciate culture and the arts; (b) students are not regularly presented with a calendar of socio-cultural activities; and (c) athletes and advocates who belong to cultural groups receive no additional benefits and privileges because of to the implementation of the free tuition law.

CONCLUSIONS

Considering the findings, the conclusions drawn are as follows. Firstly, the results indicated that admission and retention guidelines, employment opportunities and programs, and information relative to student registration and admission were ranked lowest. A responder who voluntarily participated in a focus group discussion claimed that her retention condition would only be revealed if she inquired or personally requested to be evaluated. In terms of grants and scholarships, the monitoring system for the scholar's academic status and due to the absence of result-based monitoring mechanisms to measure student development, the distribution of a copy of the orientation program to both scholars and grantees were placed among the lowest. In terms of the teaching performance of the faculty, respondents ranked faculty timeliness and the former supporting pupils, regardless of gender, as the lowest. As per feedback from those who participated in the process of focus group discussion, instructors are occasionally late because of non-teaching duties like administrative tasks other than designation performance and ongoing accreditation. A student also added that the faculty and students must strictly adhere to the consultation hours specified in the course syllabus.

Regarding guidance counseling outcomes, the lowest rating was given to delivering counseling support and assistance to LGBTQ youth and those from diverse cultural backgrounds. This was partially attributable to LGBTQ's reluctance to divulge real thoughts, emotions as well as experiences to a counselor. This was confirmed by responses from students who had an LGBTQ classmate and chose to communicate with close acquaintances rather than a counselor. Respondents ranked the facility intended for diagnostic purposes as the lowest in terms of health services. Respondents did not specify what exactly is currently lacking. Respondents assigned the lowest rank in the food services program to the sanitation and health certifications posted in the school canteen/cafeteria. In terms of the sports development program, student respondents gave the lowest rating to "evidence on monitoring of sports activities." Practice and training are given more importance. Aside from the student services program, the least important parameter was the distribution of distributed school publications to students. The schedule of socio-cultural activities received the lowest ranking for the socio-cultural activities of the HEIs. The implementation of earthquake and fire simulations received last place in terms of security services. Last but not least, in terms of co-curricular and extracurricular programs and activities, the parameter defining the rights of students received the lowest ranking.

Secondly, below are the initiatives for improvement done by five identified HEIs that were evaluated and rated by students surveyed: In terms of faculty teaching/instruction performance, the factors related to the establishment of a teaching evaluation panel and a committee on the Student Evaluation of Teacher Performance program had the lowest scores. The number of non-

teaching individuals authorized to conduct the survey is few. Additionally, there is a minimal supply of accessible PCs in the Student Evaluation of Teacher Performance electronic system. The lowest were guidance counseling, testing, and referral for all students. Life skills education and training (e.g., conflict and stress management, harassment prevention, and others). Even so, according to respondents on improvements in food services delivery, respondents agreed they are guaranteed a sanitary and safe facility. The modification of the selection policy for athletes rated lowest in the sports development program. The action to establish a socio-cultural development department will develop initiatives to foster a passion for culture and art received the lowest ranking in the socio-cultural development category. This is attributable to the program and operations' vague dissemination. Few initiatives and connections exist to cultural, local, and national affairs. Student response stated that a Memorandum of Agreement and Consent Form is one of the multiple prerequisites for job placement and internship training. In addition to co-curricular/extracurricular programs, the SUC/LUC has established organizations for students that are provided with an office to develop leadership training and seminars/workshops for organization officials and members.

Then for the last, this study realizes how the respondent encountered issues and problems. These include: (a) acceptance/admission and retention; (b) scholarships and grants; (c) faculty teaching; (d) the guidance program; (e) various student services; and (f) co-curricular and extracurricular activities and programs. Respondents reported infrequent distribution of flyers and literature bulletins to students relative to admission/retention. In terms of grants and scholarships, scholars have no access to a listing of academic privileges, benefactors, and organizations that donate financial aid and scholarships. Considering the responses gathered, instructors simply present students' content while ignoring the beneficial learning techniques and/or skills. Furthermore, respondents agreed that their instructors should have adequate time for discussions and creativity for students to acquire a new skill. In terms of guidance counseling support, psychological tests are not administered on a semestral basis. Psychological tests are typically administered once per academic year.

A limited number of life skills programs are also available. In terms of health services, students have insufficient access to health and wellness services. In addition, there was an absence of current data on student health status. As per food services delivery, respondents noticed food handlers cooking and preparing foods with regard to sanitation purposes are without safety equipment. It was also observed that there is a lack of current copies of permits displayed on the stall. Respondents encountered the following issues regarding sports development: no updated policies and procedures for athlete selection; insufficient proof of monitoring sports activities; absence of proper athletic facilities, apparatus, and supplies for athletes. The covered court used for physical education activities is inadequately small to allow team sports and group exercises. Respondents indicated that the following are examples of challenges experienced in socio-cultural development: Since the free tuition law, (a) students are rarely provided with opportunities to promote and appreciate culture and the arts; (b) students are not regularly presented with a schedule of socio-cultural activities; and (c) members/athletes of different cultures do not receive additional incentives. Concerning security services, these issues were encountered: (a) irregular fire and earthquake simulations; (b) absence of crime prevention, sanitation, discipline, a clean and green environment campaign, and safety and security programs; and (c) unlicensed security guards who are occasionally incapable of ensuring the safety of the students. Respondents stated that coordination between SUCs/LUCs with local governments for fire and earthquake simulations, as well as crime prevention programs, is not evident. Furthermore, respondents confirmed that internships and career placements are not checked and followed up on often. They

also stated that the conscientious application process for an internship assignment is causing deployment and training delays. They also do not get an internship with their preferred company. Finally, respondents mentioned the difficulty they had with extracurricular programs. This was the "refusal to recognize students' right to govern themselves as a student body." This was attributed to the implementation of actual student organization programs and activities, which required a bureaucratic process and approval before they could be realized.

LIMITATION & FURTHER RESEARCH

The limitations of this study include the following: firstly, the research only included four SUCs and one LUC as respondents. Additionally, only students enrolled in the Bachelor of Science in Business Administration (BSBA) Program were involved in the study. It is suggested that future research should include a more diverse representation of SUCs and LUCs. Furthermore, it is recommended that future studies should include respondents from various courses or programs to broaden the scope of the research.

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