Student Affairs and Services Program Evaluation: Basis for Enhancement Plan

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Abstract— This study explored the role of student affairs and services programs at Nueva Ecija University of Science and Technology (NEUST) Papaya Off-Campus. Recognizing that success in education went beyond academic instruction, NEUST Papaya Off-Campus prioritized comprehensive student services to promote holistic development. Anchored in the CIPP (Context, Input, Process, Product) Model, the study evaluated the alignment of these programs with institutional goals, resources, personnel, and policies. Employing a descriptive quantitative research design, the study examined the profile and awareness of students to gain valuable insights for program enhancement. Findings revealed positive perceptions and identified areas for improvement, emphasizing the need for continuous evaluation and refinement. The study concluded by affirming the positive impact of NEUST Papaya Off-Campus SAS programs on student development and success, highlighting the importance of ongoing improvement efforts to meet evolving student needs effectively.

Keywords— Higher education, Holistic development, Program evaluation NEUST Papaya Off-Campus, Student affairs.

I. INTRODUCTION

The success and effectiveness of an educational institution are inherently tied to the provision of high-quality support services to its students. Student affairs and services programs encompass a wide range of essential components, such as counseling services, career guidance, student engagement initiatives, health and wellness resources, and campus activities. By offering a comprehensive array of support services, educational institutions demonstrate their commitment to meeting the diverse needs of their student body. These student affairs and services programs aim to create an environment where students can thrive academically, personally, and professionally. The integration of counseling services, career guidance, student engagement initiatives, health and wellness resources, and campus activities within these programs reflects the institution's dedication to providing holistic support to its students.

The Nueva Ecija University of Science and Technology (NEUST) Papaya Off-Campus understands the importance of offering students more than just academic instruction. The institution places a premium on providing a comprehensive range of student services and programs to enhance the overall student experience and facilitate holistic development. One of the key areas of focus for NEUST Papaya Off-Campus is student welfare and development. They strive to create a nurturing and inclusive environment where students feel supported and empowered. Through initiatives such as counseling services, career guidance, and student clubs and organizations, the institution promotes students' holistic growth and equips them with the necessary skills for their future endeavors.

NEUST Papaya Off-Campus also emphasizes the importance of student involvement and engagement. They encourage students to participate in extracurricular activities, such as sports, cultural events, and community service projects. These activities provide opportunities for students to develop leadership skills, foster social connections, and contribute positively to the community.

Recognizing the pivotal role played by student affairs and services programs, institutions are constantly engaged in evaluating and improving these programs to meet the ever-changing needs of their diverse student body. Consequently, conducting a comprehensive evaluation of student affairs and services programs becomes imperative as it serves as the cornerstone for the development of an enhancement plan focused on addressing areas of improvement. Through a systematic and thorough evaluation of these programs, institutions can gain valuable insights into their strengths and weaknesses, as well as identify areas that require enhancement. This evaluation process allows for a holistic assessment of the effectiveness, efficiency, and impact of the existing programs, guiding institutions in making informed decisions and allocating resources strategically.

Similarly, by employing a structured evaluation tool, educational institutions can gather objective data and feedback from key stakeholders, including students, faculty, staff, and administrators. This inclusive approach ensures that multiple perspectives are considered, resulting in a comprehensive understanding of the current state of student affairs and services.

Indeed, the significance of conducting a comprehensive evaluation of student affairs and services programs cannot be overstated. It is through this evaluation process that educational institutions can lay the foundation for an effective enhancement plan, one that not only identifies areas for improvement but also celebrates successes and fosters continuous improvement. By committing to this evaluative approach, institutions can provide exceptional support services that empower and enrich the educational experience for all students, leading to a thriving and inclusive learning environment.

II. RELATED WORKS

As higher education increasingly promotes holistic and lifelong learning ideologies, college student outcomes need to encompass a broader range of learning and developmental competencies. These competencies extend beyond skills and include personal qualities and attributes that enhance employability, such as self-regulation, critical thinking, and global awareness. These skills are often referred to as transferable skills within the university under study. (Athas et al., 2013).

Student support offices play a vital role in enhancing students' educational experience by providing services and programs that meet their diverse needs (Estacio et al., 2022). However, higher Education Institutions (HEIs) face the challenge of nurturing well-rounded individuals who possess moral, intellectual, emotional, occupational, and spiritual knowledge and skills necessary to succeed in a rapidly changing world. In response to this challenge, HEIs are compelled to create a quality teaching and learning environment and meaningful student experiences. These experiences should be student-centered and support academic instruction while facilitating holistic student development and active participation in nation-building (Tan & Prado, 2020).

For (Loren et al., 2023), comprehensive and coordinated student support services are vital for students' social, emotional, and character development, as well as for creating conducive learning environments that foster high academic standards. Student affairs is a complex sector involving talent, reasoning abilities, and student welfare. Effective management of student affairs is crucial to achieving desired performance outcomes. Student affairs services not only relate to student activities but also serve as a benchmark for ranking higher education institutions (Rozikin et al., 2020).

The (Association of Student Affairs, 2002) argued that there is growing recognition of the need to address students' personal needs through comprehensive out-of-classroom student services, known as student affairs and services. These efforts aim to empower students, enhance their focus on studies, and facilitate their cognitive and emotional growth and development. Moreover, investing in students and student affairs and services has economic benefits, as it ensures students' success in higher education and their subsequent contributions to national welfare, resulting in a positive return on investment for national economies.

In the Philippines, higher education institutions are mandated to offer a comprehensive set of student-centered activities and services that support academic instruction. The objective is to facilitate holistic and well-rounded student development, ensuring that students receive a well-rounded education that goes beyond academics. These student-centered initiatives aim to nurture students' personal, social, and emotional growth, equipping them with the skills and support necessary for their overall development during their time in higher education.

III. CONCEPTUAL FRAMEWORK

Higher education institutions primarily focus on academia, but it is important to recognize the significance of evaluating student affairs and resources alongside academic services; hence, this study. This study is anchored in the CIPP (Context, Input, Process, Product) Model. The CIPP Model provides a comprehensive framework for evaluating and enhancing educational programs, and it aligns well with the evaluation of student affairs and services programs.

The CIPP (Context, Input, Process, Product) model, developed by (Stufflebeam, 2003), is a decision-oriented model used to systematically collect information about a program for evaluation purposes. It helps identify strengths and limitations in program content or delivery, allowing for program improvement and future planning. The model progresses through four stages.

Stage 1. Context: In the CIPP Model, the context refers to the broader environment and factors that influence the program. In the evaluation framework, the context component focuses on understanding the institutional context, including the mission, vision, and goals of the higher education institution. This component examines how student affairs and services programs align with the institution's overall objectives and the needs of the student population.

Stage 2. Input: The input component of the CIPP Model refers to the resources, personnel, and policies that support the program. In the evaluation framework, the input component involves assessing the resources allocated to student affairs and services programs, the qualifications and expertise of staff members, and the policies and guidelines governing program implementation. This component ensures that the necessary inputs are in place to effectively deliver the desired outcomes.

Stage 3. Process: The process component of the CIPP Model focuses on the implementation and delivery of the program. In the evaluation framework, the process component involves evaluating the activities, strategies, and interventions employed within student affairs and services programs. It examines how well the programs are implemented, the effectiveness of service delivery, and the extent to which the programs engage and support students.

Stage 4. Product: The product component of the CIPP Model refers to the outcomes and impacts of the program. In the evaluation framework, the product component assesses the outcomes achieved by student affairs and services programs. This includes evaluating the impact on student success, satisfaction, personal development, and overall well-being. It examines the extent to which the programs have met their intended goals and whether they have made a positive difference in students' lives.

By anchoring the conceptual framework to the CIPP Model, the evaluation of student affairs and services programs becomes a comprehensive and systematic process. It ensures that all aspects of the program, including the context, input, process, and product, are considered and evaluated. This approach enables a holistic understanding of the program's strengths, weaknesses, and areas for improvement, leading to the development of an enhancement plan that is aligned with the institution's goals and objectives.

Statement of the Problem

1. How may the profile of the respondents be described in terms of:
    a. sex;
    b. year level; and
    c. program?
2. How may the level of awareness of the respondents on the student affairs and services of the campus be described?
3. How well do the student affairs and services programs align with the following:
    a. institutional context;
    b. mission; and
    c. vision?
4. How may the resources, personnel, and policies supporting student affairs and services programs be described?
5. How may the student affairs and services programs at NEUST Papaya Off-Campus be described in terms of:
    a. admission and registration unit services
    b. guidance and counseling unit services;
    c. sports development unit services;
    d. cultural and arts unit services;
    e. library services;
    f. health services;
    g. publication unit services;
    h. security unit services;
    i. local student organization services; and
    j. administrative support?
6. How may the outcomes and impacts of the student affairs and services programs NEUST POCP on the respondents be described?

IV. METHODOLOGY

This study employs a descriptive quantitative research design to conduct the evaluation of the Student Affairs and Services Program at NEUST Papaya Off-Campus (POCP). The research will be conducted in July 2023, with a data gathering duration of one month. The target population for this study includes all students of NEUST POCP. As such, the entire student population will serve as the respondents for the research. The primary data collection instrument used in this study is a researcher-made questionnaire. The questionnaire has been validated through a pilot testing phase, which involved gathering data from students of NEUST Penaranda Off-Campus. The questionnaire was refined based on the feedback received during the pilot testing to ensure its validity and reliability.

To ensure the ethical considerations of the study, approval from all relevant authorities has been obtained. This includes securing the necessary permissions from NEUST administration and relevant departments. Confidentiality and anonymity of the respondents will be strictly maintained throughout the research process. The data analysis for this study will involve descriptive statistics. The responses from the questionnaire will be analyzed quantitatively to generate descriptive summaries and insights regarding the level of awareness of the respondents regarding the student affairs and services offered on campus.

The findings of this research will provide valuable insights into the current state of the Student Affairs and Services Program at NEUST POCP, specifically focusing on the level of awareness among the students. These findings will serve as the basis for developing an enhancement plan to address any identified gaps and improve the effectiveness of the program.

V. RESULTS AND DISCUSSIONS

1. Profile of the Respondents

A. Sex

Table 1. *Distribution of the Respondents as to Sex*

Sex	f	%
Male	125	30.34
Female	287	69.66
Total	412	100

Table number 1 shows the distribution of participants according to their Sex. The data indicates that the majority of participants were female, constituting 69.66% of the total sample, while males accounted for 30.34%.

B. Year Level

Table 2. *Distribution of the Respondents as to Year Level*

Year Level	f	%
First Year	42	10.19
Second Year	100	24.27
Third Year	30	7.28
Fourth Year	240	58.25
Total	412	100

Table number 2 shows the distribution of participants according to their year level. The data illustrates a notable distribution across different year levels, with the majority of participants in the Fourth Year at 58.25%. In contrast, the Third Year exhibits the lowest percentage at 7.28%. This distribution indicates varying representation across academic levels in the study population.

C. Program

Table 3. *Distribution of the Respondents as to Program*

Program	f	%
BSEd	80	19.42
BEED	85	20.63
BSBA	189	45.87
BSIT	58	14.08
Total	412	100

Table number 3 shows the distribution of participants according to their programs. The data showcases a diverse distribution of participants across different programs. The highest percentage is observed in BSBA at 45.87%, while the lowest is in BSIT at 14.08%.

2. Students' Level of Awareness of the Campus Students' Affairs and Services

Table 4. Students' Level of Awareness of the Campus Students' Affairs and Services

Student Affairs and Services	WM	VD
1. Admission and Registration Unit Services	3.62	Very Aware
2. Guidance and Counseling Unit Services	3.49	Very Aware
3. Sports Development Unit Services	3.34	Moderately Aware
4. Cultural and Arts Unit Services	3.21	Moderately Aware
5. Library Services	3.79	Very Aware
6. Health Services	3.50	Very Aware
7. Publication Unit Services	3.42	Very Aware
8. Security Unit Services	3.65	Very Aware
9. Local Student Organization Services	3.69	Very Aware
10. Administrative Support	3.60	Very Aware
Average Weighted Mean	3.53	Very Aware

Table number 4 presents the students' Level of Awareness of the Campus Students' Affairs and Services. Item 5 "Library Services" earned the highest weighted mean of 3.79 and verbally translated as "Very Aware". Item 4 "Cultural and Arts Services" earned the lowest weighted mean of 3.21 and was translated verbally as "Moderately Aware". Most services are rated as "Very Aware," with an overall average weighted mean of 3.53, "". The data reflects a generally high level of awareness among students regarding various Student Affairs and Services. This suggests that students are well-informed about and engaged with the mentioned services, highlighting the effectiveness of these student support initiatives.

3. Students' Perceptions of the Alignment of the Campus' SAS with the Institutional Context, Mission, and Vision

A. Institutional Context

Table 5. Students' Perceptions of the Alignment of the Campus' SAS with the Institutional Context

Statements	WM	VD
1. Institutional Context		
1.1. The student affairs and services programs are well-tailored to meet the specific needs and characteristics of NEUST POCP.	3.12	Agree
1.2. The student affairs and services programs effectively utilize the available resources within NEUST POCP.	3.11	Agree
1.3. The student affairs and services programs reflect a clear understanding of the unique context and environment of NEUST POCP.	3.12	Agree
Average Weighted Mean	**3.12**	**Agree**

Table number 5 presents the respondents' Perceptions of the Alignment of the Campus SAS with the Institutional Context. Participants agree that item 1.1. "The student affairs and services programs are well-tailored to meet the specific needs and characteristics of NEUST POCP" and item 1.3.

"The student affairs and services programs reflect a clear understanding of the unique context and environment of NEUST POCP." both earned a weighted mean of 3.12 and translated verbally as "Agree", while item 1.2 "The student affairs and services programs effectively utilize the available resources within NEUST POCP." earned the lowest weighted mean of 3.11 and verbally translated as "Agree".

The overall average weighted mean is 3.12, indicating an agreement with the effectiveness of these programs in the institutional setting. The assessment indicates a generally favorable perception of the student affairs and services programs in the institutional context of NEUST POCP.

B. Mission

Table 6. *Students' Perceptions of the Alignment of the Campus' SAS with the Institutional Mission*

Statements	WM	VD
2.1. The student affairs and services programs actively contribute to fulfilling NEUST POCP's mission.	3.15	Agree
2.2. The student affairs and services programs demonstrate a strong alignment with the stated goals and objectives of NEUST POCP's mission.	3.16	Agree
Average Weighted Mean	3.16	Agree

Table number 6 presents the respondents' Perceptions of the Alignment of the Campus SAS with the Institution's Mission. Participants generally agree with item 2.1 "The student affairs and services programs actively contribute to fulfilling NEUST POCP's mission." having earned the highest weighted mean of 3.16 and translated verbally as "Agree", while item 2.2 "The student affairs and services programs demonstrate a strong alignment with the stated goals and objectives of NEUST POCP's mission." has the lowest weighted mean of 3.15 and verbally translated as "Agree". The overall average weighted mean is 3.16, indicating a collective agreement on the programs' mission-centric effectiveness. The assessment suggests a positive alignment between the student affairs and services programs and the mission of NEUST POCP.

C. Vision

Table 7. *Students' Perceptions of the Alignment of the Campus' SAS with the Institutional Vision*

Statements	WM	VD
3.1. The student affairs and services programs support NEUST POCP's vision for providing holistic development and support to students.	3.13	Agree
3.2. The student affairs and services programs are designed to achieve the envisioned future state of NEUST POCP.	3.16	Agree
Average Weighted Mean	3.14	Agree

Table number 7 presents the respondents' Perceptions of the Alignment of the Campus SAS with the Institution's Vision. Participants agree to item 3.2 "The student affairs and services programs are designed to achieve the envisioned future state of NEUST POCP." having the highest weighted mean of 3.16 and translated verbally as "Agree" while item 3.1. "The student affairs and services programs support NEUST POCP's vision for providing holistic development and support to students." has the lowest weighted mean of 3.13 which is translated verbally as "Agree". The overall average weighted mean is 3.14, signifying a collective agreement on the alignment with NEUST POCP's vision. In essence, while the current student affairs and programs are designed to achieve the envisioned future state of NEUST POCP there may be gaps in achieving the SAS programs that support NEUST POCP's vision for providing holistic development and support to students.

IV. Students' Perception of Resources, Personnel, and Policies Supporting Campus SAS

A. Resources

Table 8. *Students' Perception of Resources Supporting Campus SAS*

Statements	WM	VD
1. The resources allocated to student affairs and services programs are sufficient to meet the needs of the students.	3.73	Agree
2. The resources provided for student affairs and services programs are efficiently utilized to support student needs.	3.78	Agree
3. The resources available for student affairs and services programs adequately cater to the diverse needs of the student population.	3.73	Agree

	WM	VD
4. **The resources available for student affairs and services programs are accessible and adequately distributed among different student needs.**	3.76	Agree
5. **The resources allocated for student affairs and services programs are effectively managed and utilized.**	3.80	Agree
Average Weighted Mean	3.76	Agree

Table number 8 presents the respondents' Perceptions of Resources Supporting Campus SAS. Participants perceived that item 5 "The resources allocated for student affairs and services programs are effectively managed and utilized." having the highest weighted mean of 3.80 which is verbally translated as "Agree". On the contrary, participants perceived that item 1 "The resources allocated to student affairs and services programs are sufficient to meet the needs of the students." and item 3 "The resources available for student affairs and services programs adequately cater to the diverse needs of the student population." both having the lowest weighted mean of 3.73 and translated verbally as "Agree". The overall average weighted mean

is 3.76, indicating a collective agreement on the adequacy and effective utilization of resources supporting Campus SAS. Participants expressed a favorable perception, indicated by a high weighted mean of 3.80 (interpreted as "Agree"), regarding the effective management and utilization of resources allocated for student affairs and services programs. However, a noteworthy contrast emerges as participants indicated a slightly lower weighted mean of 3.73 (also translated as "Agree") for items 1 and 3, specifically addressing the perceived sufficiency of resources to meet student needs and the adequacy of resources for the diverse student population.

B. Personnel

Table 9. Students' Perception of Personnel Supporting Campus SAS

Statements	WM	VD
6. **The personnel involved in student affairs and services programs are knowledgeable and competent in their respective roles.**	3.75	Agree
7. **The personnel involved in student affairs and services programs are approachable and responsive to student concerns.**	3.80	Agree
8. **The personnel involved in student affairs and services programs demonstrate a genuine commitment to supporting student success.**	3.83	Agree
9. **The personnel involved in student affairs and services programs demonstrate professionalism and dedication.**	3.83	Agree
10. **The personnel involved in student affairs and services programs consistently demonstrate a student-centered approach.**	3.78	Agree
Average Weighted Mean	3.80	Agree

Table number 9 presents the respondents' Perceptions of Personnel Supporting Campus SAS. Participants hold a positive perception of item 8 "The personnel involved in student affairs and services programs demonstrate a genuine commitment to supporting student success." and item 9 "The personnel involved in student affairs and services programs demonstrate professionalism and dedication." both obtained the highest weighted mean of 3.83 and translated verbally as "Agree".

While item 6 "The personnel involved in student affairs and services programs are knowledgeable and competent in their respective roles." obtained the lowest weighted mean of 3.75 and is translated as "Agree". The overall average weighted mean is 3.80, indicating a

collective agreement on the effectiveness and positive qualities of personnel supporting Campus SAS. Participants conveyed a positive perception, with the highest weighted mean of 3.83 (interpreted as "Agree"), regarding the genuine commitment, professionalism, and dedication demonstrated by personnel involved in student affairs and services programs, as indicated by items 8 and 9.

However, a slightly lower weighted mean of 3.75 (also translated as "Agree") was observed for item 6, suggesting that participants perceived the personnel's knowledge and competence in their respective roles to be slightly less pronounced.

C. Policies

Table 10. Students' Perception of Policies Supporting Campus SAS

Statements	WM	VD
11. The policies governing student affairs and services programs are clearly defined and effectively implemented.	3.78	Agree
12. The policies governing student affairs and services programs are transparent and easily accessible to students.	3.80	Agree
13. The policies governing student affairs and services programs are fair and promote equal opportunities for all students.	3.85	Agree
14. The policies governing student affairs and services programs are regularly reviewed and updated to meet the evolving needs of the students.	3.81	Agree
15. The policies governing student affairs and services programs are consistently communicated and effectively implemented to ensure student understanding and compliance.	3.82	Agree
Average Weighted Mean	3.81	Agree

Table number 10 presents the respondents' Perceptions of Policies Supporting Campus SAS. Participants perceived item 13 "The policies governing student affairs and services programs are fair and promote equal opportunities for all students." having earned the highest weighted mean of 3.85 while item 11 "The policies governing student affairs and services programs are clearly defined and effectively implemented." earned the lowest weighted mean of 3.78 and translated as "Agree". The overall average weighted mean is 3.81, indicating a collective agreement on the effectiveness and positive attributes of policies supporting Campus SAS. Participants generally agreed (3.85 weighted mean) that the policies governing student affairs and services programs promote fairness and equal opportunities (item 13). However, there is room for improvement as indicated by a slightly lower agreement (3.78 weighted mean) on item 11, which addresses the clarity and effective implementation of these policies.

V. Students' Perception of the Student Affairs and Services Programs at NEUST Papaya Off-Campus

A. Admission and Registration Unit Services

Table 11. Students' Perception of the Admission and Registration Unit Services

Statements	WM	VD
1. The admission and registration unit provides timely and accurate information to students regarding admission requirements and procedures.	3.99	Agree
2. The admission and registration unit ensures a smooth and efficient enrollment process for students.	3.99	Agree
3. The admission and registration unit responds promptly to student inquiries and concerns related to admissions and registration.	4.00	Agree
Average Weighted Mean	4.00	Agree

Table number 11 presents the respondents' Perceptions of the Admission and Registration Unit Services. Participants perceive the Admission and Registration Unit Services at NEUST Papaya Off-Campus positively. Item 3 "The admission and registration unit respond promptly to student inquiries and concerns related to admissions and registration." has the highest weighted mean of 4.00 and is translated verbally as "Agree" while item 1 "The admission and registration unit provides timely and accurate information to students regarding admission requirements and procedures." and item 2 "The admission and registration unit ensures a smooth and efficient enrollment process for students." both obtain a weighted mean of 3.99 and verbally translated as "Agree". The overall average weighted mean is 4.00, indicating a high level of agreement on the effectiveness and efficiency of the Admission and Registration Unit Services. Despite the unit's prompt response to students' inquiries findings suggest that there is a slight gap in the unit's response to provide timely and accurate information to students regarding admission requirements and procedures and in ensuring the smooth and efficient enrollment process for students.

B. Guidance and Counseling Unit Services

Table 12. Students' Perception of the Guidance and Counseling Unit Services

Statements	WM	VD
The guidance and counseling unit offers comprehensive support and guidance to students in their academic and personal development.	3.81	Agree
The guidance and counseling unit provides resources and services that help students make informed decisions regarding their academic and career goals.	3.93	Agree
The guidance and counseling unit creates a welcoming and supportive environment for students seeking guidance and counseling services.	3.93	Agree
Average Weighted Mean	3.89	Agree

Table number 12 presents the respondents' Perceptions of the Guidance and Counseling Unit Services at NEUST Papaya Off-Campus. Participants have a positive perception of the Guidance and Counseling Unit Services at NEUST Papaya Off-Campus.

Item 2 "The guidance and counseling unit provides resources and services that help students make informed decisions regarding their academic and career goals." and item 3 "The guidance and counseling unit creates a welcoming and supportive environment for students seeking guidance and counseling services." both obtained the highest weighted mean of 3.93 and verbally translated as "Agree" while item 1 " The guidance and counseling unit offers comprehensive support and guidance to students in their academic and personal development." received a lowest weighted mean of 3.81 and translated as "Agree".

The overall average weighted mean is 3.89, indicating a high level of agreement on the effectiveness and supportiveness of the Guidance and Counseling Unit Services. Participants generally agreed (3.93) that the guidance and counseling unit provides helpful resources and a supportive environment (items 2 and 3). However, the slightly lower agreement (3.81) for item 1, focuses on comprehensive support.

C. Sports Development Unit Services

Table 13. Students' Perception of the Sports Development Unit Services

Statements	WM	VD
1. The sports development unit offers a variety of sports programs and activities that cater to the interests and skill levels of students.	3.81	Agree
2. The sports development unit provides facilities and equipment that are well-maintained and accessible to students.	3.78	Agree
3. The sports development unit promotes a culture of sportsmanship, teamwork, and physical well-being among students.	3.87	Agree
Average Weighted Mean	3.82	Agree

Table number 13 presents the respondents Perceptions of the campus' Sports Development Unit Services. Participants hold a positive perception of the Sports Development Unit Services at NEUST Papaya Off-Campus. Item 3 "The sports development unit promotes a culture of sportsmanship, teamwork, and physical well-being among students." received the highest weighted mean of 3.87 and verbally translated as "Agree" while item 2 "The sports development unit provides facilities and equipment that are well-maintained and accessible to students." obtained the lowest weighted mean of 3.78 and translated verbally as "Agree". The overall average weighted mean is 3.82, indicating a high level of agreement on the effectiveness and inclusiveness of the Sports Development Unit Services. In essence, participants agreed (3.87) that the sports development unit fosters sportsmanship and physical well-being (item 3). However, there's a slightly lower agreement (3.78) for item 2, which focuses on well-maintained and accessible facilities and equipment.

D. Cultural and Arts Unit Services

Table 14. Students' Perception of the Cultural and Arts Unit Services

Statements	WM	VD
The cultural and arts unit organizes diverse cultural events and activities that celebrate the rich heritage and talents of students.	3.83	Agree
The cultural and arts unit provides opportunities for students to participate in artistic and creative endeavors.	3.84	Agree
The cultural and arts unit promotes an inclusive and supportive environment for students interested in cultural and artistic pursuits.	3.84	Agree
Average Weighted Mean	**3.84**	**Agree**

Table 14 presents the positive perception of the participants of the Cultural and Arts Unit Services at NEUST Papaya Off-Campus. Item 2 "The cultural and arts unit provides opportunities for students to participate in artistic and creative endeavors." and item 3 "The cultural and arts unit promotes an inclusive and supportive environment for students interested in cultural and artistic pursuits." both obtained the highest weighted mean of 3.84 and translated verbally as "3.84".

While item 1 "The cultural and art unit organizes diverse cultural events and activities that celebrate the rich heritage and talents of students." earned the lowest weighted mean of 3.83 and was translated verbally as "Agree". The overall average weighted mean is 3.84, indicating a high level of agreement on the effectiveness and inclusiveness of the Cultural and Arts Unit Services.

In summary, participants generally agreed (3.84) that the cultural and arts unit offers opportunities for artistic and creative engagement (item 2) and fosters an inclusive environment for those interested in cultural pursuits (item 3).

Although slightly lower, item 1, focusing on organizing diverse cultural events, still received a positive mean of 3.83 and was rated as "Agree." Overall, these findings indicate a positive perception of the cultural and art unit, with subtle variations in the level of agreement across the three items.

E. Library Services

Table 15. Students' Perception of the Campus Library Services

Statements	WM	VD
The library offers a wide range of resources, including books, journals, and online databases, that support students' academic and research needs.	4.00	Agree
The library provides a conducive and well-equipped space for studying and accessing information.	4.02	Agree
The library staff is knowledgeable, helpful, and responsive to student needs.	4.04	Agree
Average Weighted Mean	4.02	Agree

Table 15 presents the positive perception of the participants of the Library Services at NEUST Papaya Off-Campus. Item 3 "The library staff is knowledgeable, helpful, and responsive to student needs." obtained the highest weighted mean of 4.04 and was translated verbally as "Agree" while item 1 "The library offers a wide range of resources, including books, journals, and online databases, that support students' academic and research needs." earned the lowest weighted mean of 4.00 and translated "Agree".

The overall average weighted mean is 4.02, indicating a strong consensus on the effectiveness and quality of Library Services. Participants showed strong agreement (4.04) regarding the library staff's knowledge, helpfulness, and responsiveness (item 3).

However, there was a slightly lower but still positive agreement (4.00) for item 1, indicating that while participants acknowledge the library's provision of a wide range of resources, there may be room for improvement or refinement in this aspect.

F. Health Services

Table 15. Students' Perception of the Campus Health Services

Statements	WM	VD
1. The health services unit offers accessible and responsive healthcare services to address the physical and mental health needs of students.	3.85	Agree
2. The health services unit provides health education and preventive measures to promote students' well-being.	3.86	Agree
3. The health services unit maintains confidentiality and ensures a supportive and non-judgmental environment for students seeking healthcare assistance.	3.89	Agree
Average Weighted Mean	3.87	Agree

Table 15 presents the perception of the participants of the Health Services at NEUST Papaya Off-Campus. Item 3 "The health services unit maintains confidentiality and ensures a supportive and non-judgmental environment for students seeking healthcare assistance." earned the highest weighted mean of 3.89 interpreted as "Agree" while item 1 "The health services unit offers accessible and responsive healthcare services to address the physical and mental health needs of students." obtained the lowest weighted mean of 3.85 translated verbally as "Agree". The overall average weighted mean is 3.87, indicating a high level of agreement on the effectiveness and supportiveness of the Health Services. In essence, while participants appreciate the unit's efforts in confidentiality and support, there may be room for improvement in ensuring accessibility and responsiveness to address both physical and mental health needs effectively.

G. Publication Services

Table 16. Students' Perception of the Camus Publication Services

Statements	WM	VD
1. The publication unit provides platforms for students to express their creativity and share their ideas and achievements.	3.82	Agree
2. The publication unit produces high-quality publications that effectively showcase the talent and accomplishments of students.	3.84	Agree
3. The publication unit encourages student involvement and participation in the creation and dissemination of publications.	3.83	Agree
Average Weighted Mean	3.83	Agree

Table 16 presents the perception of the participants of the Publication Unit Services at NEUST Papaya Off-Campus. Item 2 "The publication unit produces high-quality publications that effectively showcase the talent and accomplishments of students." earned the highest weighted mean of 3.84 verbally translated as "Agree" while item 1 "The publication unit provides platforms for students to express their creativity and share their ideas and achievements." obtained the lowest weighted mean of 3.82 interpreted as "Agree". The overall average weighted mean is 3.83, indicating a high level of agreement on the effectiveness and inclusiveness of the Publication Unit Services. Participants generally agreed (3.84) that the publication unit produces high-quality publications showcasing student talent and accomplishments (item 2). However, item 1, focusing on providing platforms for student expression and sharing ideas, received a slightly lower but still positive agreement (3.82). While participants acknowledge the unit's success in producing high-quality publications, there may be opportunities for the unit to enhance platforms for student creativity and idea-sharing.

H. Security Unit Services

Table 17. Campus Security Unit Services

Statements	WM	VD
The security unit maintains a safe and secure campus environment for students.	4.03	Agree
The security unit promptly responds to and addresses security concerns or incidents on campus.	4.00	Agree

The security unit collaborates with students to promote a culture of safety and vigilance within the campus community.	4.00	Agree
Average Weighted Mean	4.01	Agree

Table 17 presents the perception of the participants of the Security Unit Services at NEUST Papaya Off-Campus. Item 1 "The security unit maintains a safe and secure campus environment for students." earned the highest weighted mean of 4.03 and interpreted as "Agree while item 2 "The security unit promptly responds to and addresses security concerns or incidents on campus." And item 3 "The security unit collaborates with students to promote a culture of safety and vigilance within the campus community." both obtained the lowest weighted mean of 4.00 and verbally translated as "Agree". The overall average weighted

mean is 4.01, indicating a strong consensus on the effectiveness and responsiveness of the Security Unit Services. Participants strongly agreed (4.03) that the security unit maintains a safe campus environment (item 1). However, items 2 and 3, focusing on the unit's prompt response to security concerns and collaboration with students for safety promotion, received slightly lower but still positive agreement (4.00). While participants generally perceive a secure environment, there may be minor areas for improvement in responsiveness and student collaboration to further enhance campus safety.

I. Local Student Organization Services

Table 18. Students' Perception of the Local Student Organization Services

Statements	WM	VD
The local student organizations provide opportunities for students to engage in extracurricular activities and leadership development.	3.96	Agree
The local student organizations actively represent the interests and voice of students within the campus community.	3.89	Agree
The local student organizations foster a sense of belonging and camaraderie among students.	3.91	Agree
Average Weighted Mean	3.92	Agree

Table 18 presents the perception of the participants of the Local Student Organization Services at NEUST Papaya Off-Campus. Item 1 "The local student organizations provide opportunities for students to engage in extracurricular activities and leadership development." earned the highest weighted mean of 3.96 interpreted as "Agree" while item 2 "The local student organizations actively represent the interests and voice of students within the campus community." obtained the lowest mean of 3.89 and translated as "Agree". The overall average weighted mean is 3.92, indicating a high level of agreement on the effectiveness

and inclusiveness of Local Student Organization Services. In essence, participants strongly agreed (3.96) that local student organizations offer opportunities for extracurricular activities and leadership development (item 1). However, item 2, which focuses on the representation of student interests and voices, received a slightly lower but still positive mean of 3.89. While participants generally appreciate the opportunities provided, there may be some areas for improvement in ensuring that local student organizations actively represent the diverse interests and voices within the campus community.

J. Administrative Support

Table 19. Students' Perception of the Campus Administrative Support

Statements	WM	VD
The administrative support services provide timely and efficient assistance to students regarding administrative processes and inquiries.	3.96	Agree
The administrative support staff is knowledgeable and helpful in addressing student concerns related to administrative matters.	4.00	Agree

The administrative support services ensure a smooth coordination and delivery of administrative functions to support students' needs.	3.99	Agree
Average Weighted Mean	3.98	Agree

Table 19 presents the perception of the participants of the Administrative Support at NEUST Papaya Off-Campus. Item 2 "The administrative support staff is knowledgeable and helpful in addressing student concerns related to administrative matters." received the highest weighted mean of 4.00 and was interpreted as "Agree" while item 1 "The administrative support services provide timely and efficient assistance to students regarding administrative processes and inquiries." obtained the lowest weighted mean of 3.96 and translated verbally as "Agree". The overall average weighted mean is 3.98, indicating a high level of

agreement on the effectiveness and efficiency of Administrative Support Services. In essence, participants strongly agreed (4.00) that the administrative support staff is knowledgeable and helpful in addressing student concerns (item 2). However, item 1, focusing on the timeliness and efficiency of administrative support services, received a slightly lower but still positive mean of 3.96. While participants generally find the administrative support helpful, there may be areas for improvement in ensuring timely and efficient assistance in administrative processes and inquiries.

VI. Perceived Outcomes and Impacts of the Campus SAS

Table 20. Perceived Outcomes and Impacts of the Campus SAS

Statements	WM	VD
The student affairs and services programs at NEUST POCP have positively contributed to my overall personal growth and development.	3.96	Agree
The student affairs and services programs have helped me navigate and adjust to the academic and social aspects of university life.	3.96	Agree
The student affairs and services programs have provided me with valuable resources and support to enhance my academic performance.	3.96	Agree
The student affairs and services programs have fostered a sense of community and belonging among the students.	3.94	Agree
The student affairs and services programs have helped me develop essential life skills, such as communication, leadership, and problem-solving.	3.97	Agree
The student affairs and services programs have provided opportunities for me to engage in extracurricular activities and explore my interests.	3.92	Agree
The student affairs and services programs have contributed to my overall satisfaction and positive experience as a student at NEUST POCP.	3.98	Agree
The student affairs and services programs have created a supportive and inclusive environment for students from diverse backgrounds.	3.97	Agree
The student affairs and services programs have helped me build meaningful connections and networks with fellow students and staff.	3.98	Agree
The student affairs and services programs have prepared me for future career opportunities and professional success.	3.98	Agree
Average Weighted Mean	3.96	Agree

Table 20 presents the Perceive Outcomes and Impacts of the Campus SAS. Item 7 "The student affairs and services programs have contributed to my overall satisfaction and positive experience as a student at NEUST POCP.", item 9 "The student affairs and services programs have helped me build meaningful connections and networks with fellow students and staff." and item 10 "The student affairs and services programs have prepared me for future career opportunities and professional success." all received the

highest weighted mean of 3.98 interpreted as "Agree" while item 6 "The student affairs and services programs have provided opportunities for me to engage in extracurricular activities and explore my interests." earned the lowest weighted mean of 3.92 and verbally translated as "Agree". The overall average weighted mean is 3.96, indicating a high level of agreement on the positive outcomes and impacts of Campus SAS. In essence, participants generally agreed (3.98) that student affairs and services programs contributed to their overall

satisfaction, helped in building connections, and prepared them for future career opportunities (items 7, 9, and 10). However, item 6, focusing on opportunities for extracurricular activities and exploring interests, received a slightly lower but still positive mean of 3.92. While overall satisfaction is evident, there may be areas for improvement in providing more opportunities for students to engage in extracurricular activities and explore their interests within the student affairs and services programs.

VI. CONCLUSIONS AND RECOMMENDATIONS

The insights derived from the respondents' profile and their awareness levels of SAS Services carry significant implications for the development of campus SAS programs. Firstly, gaining an understanding of the demographic distribution of engaged students enables more precise and tailored outreach efforts. This ensures that awareness campaigns and support services are not only accessible but also relevant to every segment of the student population. Additionally, the strengths identified in awareness, exemplified by Library Services and Health Services, can be regarded as best practices. These successful models can guide the enhancement of other services that currently have lower awareness levels.

Conversely, the campus has the opportunity to leverage the success of highly aware services to boost overall awareness and engagement across all facets of Students' Affairs and Services. The identification of successful awareness strategies can inform a comprehensive approach to enhance the visibility of various services. Regular assessments of awareness levels will be instrumental in guiding continuous improvement, ensuring that these programs remain effective in addressing the evolving needs of the student body.

The results strongly advocate for a proactive and strategic approach to campus SAS programs. It underscores the importance of ongoing evaluation and refinement to optimize student support and engagement. By adopting a forward-thinking mindset, the campus can adapt to changing circumstances and consistently enhance the effectiveness of SAS programs.

Meanwhile, participants universally agree that the SAS programs at NEUST POCP are meticulously crafted to address the specific needs and characteristics of the institution. The programs effectively utilize available resources, showcasing a clear understanding of the unique context and environment. The collective

sentiment points towards a consensus that the SAS programs are perceived as highly effective within the institutional setting.

Similarly, in alignment with the institutional mission, participants concur that the SAS programs actively contribute to fulfilling NEUST POCP's mission. These programs demonstrate a strong alignment with the stated goals and objectives, garnering a positive consensus on their mission-centric effectiveness.

Turning attention to the institutional vision, there is a shared agreement that the SAS programs support NEUST POCP's vision for holistic development and student support. However, while perceived as designed to achieve the envisioned future state of NEUST POCP, there may be some gaps in fully supporting the vision for holistic student development. The overall results indicate a general agreement but also suggest room for improvement in aligning the SAS programs with specific aspects of the institutional vision related to holistic student development.

The implications of these findings for campus SAS programs are significant. Positive perceptions of alignment with the institutional context, mission, and vision indicate that the SAS programs are contributing effectively to the overarching goals of NEUST POCP. Leveraging this positive feedback can enhance and further develop specific aspects of the programs, addressing identified gaps and ensuring a more comprehensive alignment with the institution's vision for holistic student development.

Consequently, campus SAS programs can utilize these insights to refine strategies, allocate resources effectively, and implement targeted initiatives for improvement. Integrating regular assessments and feedback mechanisms into program evaluation ensures continuous improvement and sustained alignment with the evolving needs and goals of NEUST POCP.

Shifting focus to students' perceptions of resources, personnel, and policies supporting SAS programs, valuable insights emerge into the overall effectiveness and impact of these components. The findings highlight a generally positive outlook among students, with agreement on the sufficiency and efficient utilization of resources, positive qualities of personnel, and the effectiveness of policies.

Concerning resources, participant's express overall agreement that allocated resources for student affairs

and services programs are sufficient, efficiently utilized, cater to diverse needs, accessible, and effectively managed. While there is a high level of agreement on effective resource management, a slightly lower agreement on resource sufficiency suggests areas for potential improvement in resource allocation.

In terms of personnel, participants hold a positive perception of the individuals involved in student affairs and services programs, citing qualities such as knowledge, competence, approachability, responsiveness, commitment, professionalism, dedication, and a student-centered approach. The high agreement on commitment, professionalism, and dedication is promising. However, the slightly lower agreement on knowledge and competence indicates an area for focused development.

Regarding policies, participants generally agree that governing policies are clearly defined, transparent, fair, regularly reviewed, and updated, and consistently communicated and effectively implemented. The high agreement on fairness and equal opportunities is positive, yet the slightly lower agreement on policy clarity and effective implementation suggests an opportunity for improvement.

Positive perceptions provide a foundation for ongoing success, while identified areas for improvement offer specific targets for enhancement. Institutions can leverage positive aspects, such as effective resource utilization, dedication of personnel, and fairness in policies, to reinforce and promote these strengths. Simultaneously, addressing identified areas for improvement, such as resource sufficiency and policy clarity, contributes to a more comprehensive and impactful SAS experience for students.

The campus can use this feedback to refine resource allocation strategies, enhance personnel training and development programs, and review and communicate policies more effectively. Regular feedback mechanisms and assessments should be integrated into the ongoing evaluation of SAS programs to ensure a continuous cycle of improvement.

Specifically focusing on NEUST Papaya Off-Campus, the analysis of students' perceptions reveals an overall positive outlook, with high levels of agreement on the efficiency, supportiveness, and inclusiveness of SAS services. Each unit, from Admission and Registration to Administrative Support, has received favorable perceptions.

Examining the Admission and Registration Unit Services, there is unanimous agreement among students regarding the timely provision of accurate information, efficient enrollment processes, and prompt response to inquiries. However, the analysis suggests a slight gap in providing timely and accurate information regarding admission requirements and procedures, highlighting areas for potential improvement.

The Guidance and Counseling Unit Services also received positive feedback, with students generally agreeing that the unit offers comprehensive support and guidance. However, there is room for improvement in ensuring comprehensive assistance to students in both academic and personal development.

Various units, including Sports Development, Cultural and Arts, Library, Health, Publication, Security, and Local Student Organization Services, consistently garnered high average weighted means, indicating strong agreement on their effectiveness and inclusivity. These findings suggest that these units are successfully providing a variety of programs and services that cater to students' interests, needs, and overall well-being.

While the overall average weighted means indicate positive perceptions, slight variations in agreement levels across different aspects of each unit suggest areas for targeted improvement. These may include refining resource allocation, enhancing communication strategies, and addressing specific concerns raised by students.

The positive perceptions underscore the success of NEUST Papaya Off-Campus in delivering effective SAS programs that contribute to the holistic development and well-being of students. The analysis provides valuable insights for ongoing improvement efforts, emphasizing the importance of continuously aligning services with student needs, refining processes, and maintaining a strong focus on inclusivity and support. Regular feedback mechanisms and assessments should be integrated into the ongoing evaluation of SAS programs to ensure their continuous enhancement and relevance in meeting the evolving needs of the student population.

Examining the perceived outcomes and impacts of the Campus SAS programs at NEUST POCP, the results suggest a high level of agreement among participants, emphasizing the overall effectiveness and success of the SAS initiatives.

The results signify a robust consensus among students that the SAS programs at NEUST POCP have positively contributed to various aspects of their university experience. The specific aspects assessed in the table include personal growth and development, navigation of academic and social aspects of university life, academic performance enhancement, fostering a sense of community and belonging, development of essential life skills, engagement in extracurricular activities, overall satisfaction, building meaningful connections, and preparation for future career opportunities and professional success.

The perceived outcomes and impacts of the Campus SAS programs at NEUST POCP are overwhelmingly positive. The SAS programs have not only contributed to academic success but also played a crucial role in shaping the holistic development, satisfaction, and future prospects of the students. The findings from this analysis underscore the importance of maintaining and further enhancing the existing SAS initiatives while also addressing specific areas for improvement, particularly in providing diverse opportunities for extracurricular engagement. Continuous efforts to align SAS programs with evolving student needs and preferences will contribute to a vibrant and supportive campus environment at NEUST POCP.

ACKNOWLEDGMENT

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