



August 2017

Assessment of Existing Student Programs and Services of a College at Caloocan City: Basis for the Enhancement of a Student Handbook

Rosalie D. Esteban

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**Assessment of Existing Student Programs and Services of a College at
Caloocan City: Basis for the Enhancement of a Student Handbook**

A Thesis

Presented to

The Faculty of the College of Graduate Studies
and Teacher Education Research
Philippine Normal University
National Center for Teacher Education

In Partial Fulfillment

of the Requirements for the Degree of

Master of Arts in Education

with Specialization in Educational Management

Rosalie D. Esteban

August 2017

APPROVAL SHEET

This thesis entitled “**ASSESSMENT OF THE EXISTING STUDENT PROGRAMS AND SERVICES OF A COLLEGE AT CALOOCAN CITY: BASIS FOR THE ENHANCEMENT OF A STUDENT HANDBOOK**” prepared and submitted by **ROSALIE DIOLA ESTEBAN** in partial fulfillment of the requirements for the degree of Master of Arts in Education with specialization in Educational Management, is hereby recommended for approval and acceptance.

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DEDICATION

This Thesis Report is wholeheartedly dedicated to:

first and foremost - God Almighty for His Divine gifts and blessings;

my husband, Matthew, daughter, Sophia Marie,
brother Roberto Dennis and the members of my family;

my advisers, Dr. Fortunato G. Vendivel Jr. & Prof. Ma. Lourdes S. Agustin;

my co-faculty members and friends.

RDE

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The members of the oral examination panel, Dr. Danilo K. Villena, Dr. Maville A. Dizon, and Dr. Jose M. Ocampo Jr., for their insightful comments and recommendations that further enriched and enhanced the final copy of the thesis report;

My colleagues in the profession, Dr. Leoncia S. Nieves, Prof. Nelia N. Maypa, Ms. Khamille Santos, Ms. Mary Rose Ariola and Mr. Jhames Leal for their untiring help in the various tasks on gathering data.

My family, my husband Matt, daughter Pia, and brother Dennis for their moral and financial support, understanding and love.

And most of all, to God Almighty, for giving me the intellectual ability and strength to pursue my study despite my physical condition. Praise to You, O Lord

RDE

ABSTRACT

Researcher: ROSALIE D. ESTEBAN

Title: ASSESSMENT OF EXISTING STUDENT PROGRAMS AND SERVICES OF A COLLEGE AT CALOOCAN CITY: BASIS FOR THE ENHANCEMENT OF THE STUDENT HANDBOOK

Key Concepts: Assessment, Student Programs and Services, Student Handbook

Degree: Master of Arts in Education

Specialization: Educational Management

Advisers: Dr. Fortunato G. Vendivel Jr.
Prof. Ma. Lourdes S. Agustin

The main purpose of this study was to assess the existing student programs and services of the college which includes: Vision, Mission, Goals and Objectives; Admission and Retention; Administration and Organization; Guidance and Counseling Services; Co-Curricular and Extra Curricular Programs; Scholarship Program; and Student Development Program. Based on the perceptions of the respondents, research gaps were identified and as revealed by the gathered data, the said gaps were used as basis for the development of the proposed enhancement of the student handbook of the college.

Four hundred twenty nine (429) participants comprised this study conducted in the School Year 2014-2015. Five (5) were deans which belongs to the top management, seventy (70) faculties, twelve (12) admin staffs and three hundred forty two (342) were the graduating students.

The study employed the descriptive-development type of research using the survey questionnaire developed by Dr. Fortunato Vendivel Jr. (2011). The researcher used the Likert scale of 1 to 4 also known as “forced Likert Scale”. The information gathered through the instrument, which revealed the research gaps and perceptions of the respondents on the different areas of concern on the college’s student programs and services, became the basis of developing an enhanced student handbook.

Results showed that although provisions on the existing student handbook rated *Satisfactorily Implemented* (SI) as descriptive rating as prescribed by the respondent, it does not contain provisions such as: releasing of credentials, crediting of units from other schools (for transferees), the role of OSA, the existing organization of the College such as Student Council and Student Publication, the provision on the formation and approval of student organization including the application of its members, provisions regarding co-curricular and extra-curricular activities, selection and granting scholarship for eligible students, student development activities and the use of school facilities. This indicates that the existing student handbook lacks the ability to inform and guide the students with the different programs and services the College offers while staying at the said College. Likewise, this may also indicate that there is an immediate

need to enhance the existing student handbook. The results of this study are similar to the study done by Madriaga (2007) on management of student services in which she stated that there should be a policy on the enhancement of the student services programs to guide all efforts, plans, and activities to strengthen and actively respond to the needs of the stakeholders.

Based on the results of the study, initially there is a need for an intense review and yearly evaluation of the existing student programs and services to ensure quality, effective and improve services to ensure the effectiveness of the various student programs and services of the College on the holistic development of the students.

A repetition of this study using different method of assessing student programs and services is proposed to further explain its result and also to provide a deeper perception in a different point of view. In addition, a proposed yearly evaluation of student programs and services will lead to the improvement of comprehensive system of evaluation that could help Colleges to continuously assess their Vision, Mission, Goals and Objectives.

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CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

All colleges and universities, also known as Higher Education Institutions (HEIs), are under the mandate of the Commission on Higher Education (CHED). The commission was created under Republic Act No. 7722 also known as Higher Education Act of 1994 whose function is to set minimum standards or criteria for programs and institutions of higher education, and has the power to: monitor and evaluate the performance of programs and institutions of higher learning; rationalize programs and institutions of higher learning and set standards, policies and guidelines; develop criteria for allocating additional resources such as research and program development grants, scholarships, and other similar programs; and promulgate rules and regulations and exercise such other power and functions as may be necessary to carry out effectively the purpose and objective of Republic Act No. 7722. It is a must for all HEIs to comply with the standards, requirements or criteria provided by the commission for the validity of their program operation (CHED Manual of Regulation for Private Higher Education, 2008).

The Commission on Higher Education's *Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment* (CHED, 2014), CHED asserts that if the HEI is true to its desire of developing attributes among its students, there should be

appropriate and sufficient support to students. There should be processes for recruitment and admission and academic support taking special groups into consideration.

Furthermore, there should be effective arrangements to direct scholarships and study grants on merit to support the most able students in programs that develop competencies needed to support the Filipino economy and to enable the country to compete in global labor market. These processes can bring about a healthy combination of student diversity that can improve student quality. There should also be structures and processes for delivering non-academic services for students that would enable them to complete their education and improve their performance.

The following points for colleges and universities to consider in extending institutional support to their students are recommended:

1. HEIs generally achieve quality through student performance. Thus, systems for recruitment, admission and academic support are keys in developing graduates with particular competencies.
2. In the world ranking of universities, selectivity is a factor that has been correlated with good performance. However, many Philippine HEIs practice open admission, i.e., accepting anyone who applies. This practice can be very challenging in developing quality in the HEI.
3. The point is to have systems that will allow the HEI:

- a. to match the aptitude of the student with the academic program (e.g., diagnostic tests).
 - b. to bring the students to the academic level required for that program (e.g., bridging programs), and
 - c. to help the students adjust to the demands of the program (e.g. academic counseling).
4. Systems for the recruitment, admission of and academic support through scholarships ensure *student diversity* that could improve the each learning quality and student performance which in turn could be instrumental in preparing citizens who can contribute to social development and compete in global labor markets. Structures and systems for student services (such as guidance, counseling and placement services) contribute to the well-being of students which may in turn contribute to their performance (p. 58).

It can be seen that a Student Handbook provides the link between the college or university and the students in the institutions. It is the means by which students learn the VMG of their institution, its rules and regulations that govern their studies and various aspects of students' life in and out of the campus. Most, if not all HEIs maintain a student handbook also called student guide, handbook on student affairs, university policies and regulations and similar titles in response to the CHED's call to support their students.

Furthermore, according to CHED Memorandum No. 9 S. 2013, in order to achieve quality, relevant and efficient higher education, an Enhanced Policies and Guidelines on Student Affairs and Services that defines the scope, procedures and the extent of regulation as well as the mechanics of evaluating student welfare and activities enrolled in HEIs, has been promulgated. It also stipulated the basic services that are necessary to serve the well-being of student which includes: Information, Orientation and Awareness, Guidance and Counseling, Career Placement, Economic Enterprise, and Student Handbook Development.

Moreover, CHED's quality reform as stated in the *Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment* uses the Plan-Do-Check-Act quality cycle as framework where it emphasized quality does not end after the HEI reached its perfect state, instead, it refers to the continuous cycle that helps the HEI to adapt to its changing environment and to continuously acquire quality reforms. Thus, CHED developed Institutional Sustainability Assessment (ISA) Tool that can be used for monitoring and evaluation process. This could help HEIs to better understand their systems, review areas for improvement and search for solutions given their specific context.

In line with the CHED's call for all HEIs to continuously strive for quality, it is needed for every HEI to regularly assess the different student programs and services that plays an essential part in the holistic development of their students.

Neal's (2012) stated that an effective student service is the one that help the student in striving for success. Thus, the student will find the appropriate service when needed and it should be available in the College the student attends.

CHED (2008) stated in the Manual of Regulations for Private Higher Education that the commission only provided minimum standards or criteria of supervision and regulation for HEIs and degree programs to operate. Therefore, the commission encourages the use of a mechanism of voluntary accreditation to uplift their standards of quality over and above the minimum required for government recognition.

The Philippine Accrediting Association of School, Colleges and Universities (PAASCU) is an accrediting body composed of different private education institutions whose function is to accredit academic programs of HEIs that commonly meet the accepted standard of quality education. Since the students are the center of every educational institution, the programs and services for students must be designed as an integral part of institutional effectiveness and should also complement the academic program. Thus, the criteria PAASCU used for the evaluation of student services includes: a.) vision, mission and goals where the student programs should be aligned and must be supported by physical facilities and sufficient financial resources; b.) admission program that caters proper selection and direction of prospective students; c.) orientation program for new students as well as to reorient old students; d.) guidance program that offers individual inventory services, testing, information service, individual and group counseling, and placement and follow-up services; e.) student support services program that

provides financial aid and health services; f.) co-curricular program that is composed of various and relevant activities that will help in the student development; and g.) alumni that will be formally organized to draw institutions' resources of employment, support for development plans and other essential activities. (<http://en.wikipedia.org>)

Based on the standard of Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU), Vendivel (2011) laid out the descriptions of the areas concerning the students which are: a.) Vision, Mission, Goals and Objectives that transmit the set of objectives where the guiding philosophy of the college is embodied; b.) Admission and Retention which provides the guidelines on the appropriate selection and direction of potential students; c.) Administration and Organization that refers to the organization, administration and staffing of student personnel services; d.) Guidance and Counseling Program intended for the benefit and total personality of students whose objective are in accordance with the purpose and goal of the college; e.) Co-Curricular and Extra-Curricular Programs refers to various activities that contribute to the development of student welfare; f.) Scholarship Program which provides financial aid to the deserving and needy students to finish a chosen degree in college; and g.) Student Development Program which provides different services to students such as health services, food services and record management to meet their needs to complement their academic development during their stay in the college.

Moreover, CHED Memorandum No.9 Series of 2013 specified that institution should have information materials regarding its mission, vision, and goals, academic, rules and

regulation, student conduct and discipline, student programs, services and facilities and other information necessary for the student development that are available and accessible to all students.

Clear policies and procedures written in a handbook or manual is the best way of informing students and staff on information about the college or university they are in (Ann Dale, 2007). Therefore, it is necessary for a college or university to update its handbook or manual to suit the changing needs of the school populace in particular.

Background of the Study

The private college in this study is a catholic institution of learning established in 1990 and owned by a family. The college offers five courses namely: Hotel and Restaurant Management; Education; Accountancy; Computer Science; and Criminology. Throughout its existence, it has produced its first and only student handbook in 1997 and has been using it for twenty years.

As a former faculty of the private college the researcher together with her co-faculty members observed that not all of us have access to the handbook due to the limited number of copies. As a result, most of us are not aware of the policies and guidelines concerning the students. Moreover, the existing student handbook has not been updated or revised. Permission was granted by the dean of the College of Education who lent her personal copy for the

researcher to work on the updating and revision of the student handbook with the assistance of the college officials, faculty and students.

A documentary analysis of the student handbook showed two parts:

1) General Information - history, vision, mission, quality policy, core values and competencies and 2) General Policies and Directives for all Students – norms of conduct/social norms – attire, physical appearance, decorum; admission and registration policies, payment of tuition and other school fees, attendance, study overload, cancellation, addition or change of subjects, examination, grading system, retention policy, graduation, general rules and conduct of discipline, services and facilities, and dangerous drug policy.

Farther documentary analysis revealed the need to update and revise the following sections: Vision – Mission; enrollment procedures, payment schedule, taking of tests/examinations which leads to congestion in the accounting office on the first day of final examinations; medical and dental services records required in the students' clearance; students' academic records on courses taken and needed during their last term; policy or guidelines on the use of college's facilities like Audio-Visual Room, Gym and Open Court for specific activities.

The above observations all point to the need for the enhancement of College Student Handbook with updated policies and procedures in line with the policies of CHED. An updated

student handbook will assure the students, faculty and other stakeholders that the management provides the type of education in accordance with CHED policies that enable the students and faculty to keep breast with rapid changes in the field of education and other specializations.

It is in this light, that the researcher would like to assess the existing programs and services of the college as bases in the enhancement of its student handbook.

Statement of Problem

The main purpose of this study was to assess the existing student programs and services of a college in Caloocan City as bases in enhancing its student handbook.

Specifically, this study aimed to:

1. How do the deans, faculty, staff and graduating students assess the existing student programs and services in terms of following areas:
 - a. Vision, Mission, Goals and Objectives;
 - b. Admission and Retention;
 - c. Administration and Organization;
 - d. Guidance and Counseling Services;
 - e. Co-Curricular and Extra Curricular Programs;
 - f. Scholarship Program; and
 - g. Student Development Program
2. Based on the identified gaps, what student services and programs can be enhanced in the student handbook?

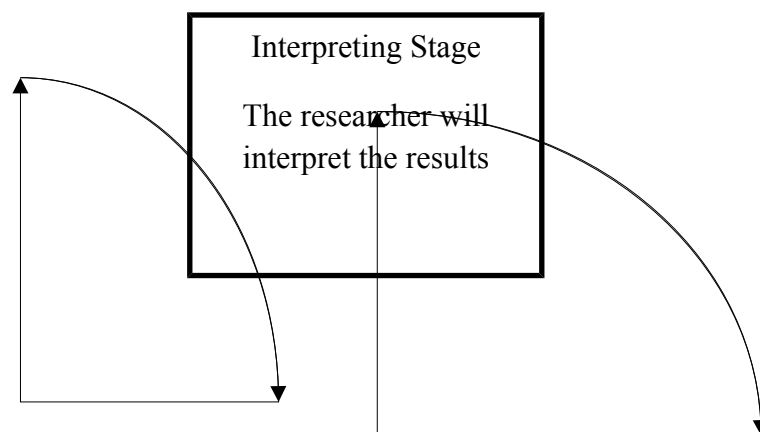
Conceptual Framework

Modified Learning Assessment Cycle Model by Maki (2004) in Owen (2011) was adopted for use in the conceptual framework of the study. The Learning Assessment Cycle is a cyclical model of assessment in which educators identify desired learning outcomes and in which

those expected outcomes were addressed step-by-step at the institution and then determine methods and criteria to assess these outcomes. The model is composed of four stages which are: *The Gathering Evidence Stage* that involves the determination of what and whom to assess, establishing a schedule for assessment, and collecting of information; *The Interpreting Stage*, which consists of determining who is responsible for interpreting results, determining how results will inform practice and decision making, and deciding how and with whom results will be shared; *Implement Changes Stage*, wherein the recommended changes or innovations are implemented; and *The Identify Outcome Stage* that involves the information and identification of outcomes. Maki believed that the last two are the most important parts of the cycle.

As illustrated in Figure 1, this study started with *The Gathering of Evidence Stage* wherein the researcher analyzes the current student handbook and the existing student programs and services of the college in this study based on CHED's standard found on CHED's Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment and CHED Memorandum No. 9 Series of 2013, PAASCU criteria in student services, elected student handbooks of state and private colleges and universities in Metro Manila. The researcher also gathered necessary and firsthand information using questionnaires and unstructured interviews about the existing student programs and services from the respondents. *The Interpreting Stage* describes the analysis of the data gathered and used as the basis of enhancement of the College's Student Handbook. *The Implement Changes Stage* pertains to the preparation and the enhancement of the proposed College's Student Handbook, while in *The Identify Outcome Stage* an enhanced and updated Student Handbook will be the outcome of the study.

The conceptual framework shows the step by step process on developing a proposed enhanced student handbook for the college in this study. The student handbook contains the information of the different areas of the student programs and services the college offers which are: Vision, Mission, Goals and Objectives; Admission and Retention; Administration and Organization; Guidance and Counseling; Co-Curricular and Extra-Curricular Program; Scholarship Program; and Student Development Program. Thus, such information should be made available to: the deans, staff, faculty, and students who are to assess the said areas of the college existing student programs and services. The assessment results are to be utilized for the development of the proposed enhanced student handbook for a quality and more effective service.



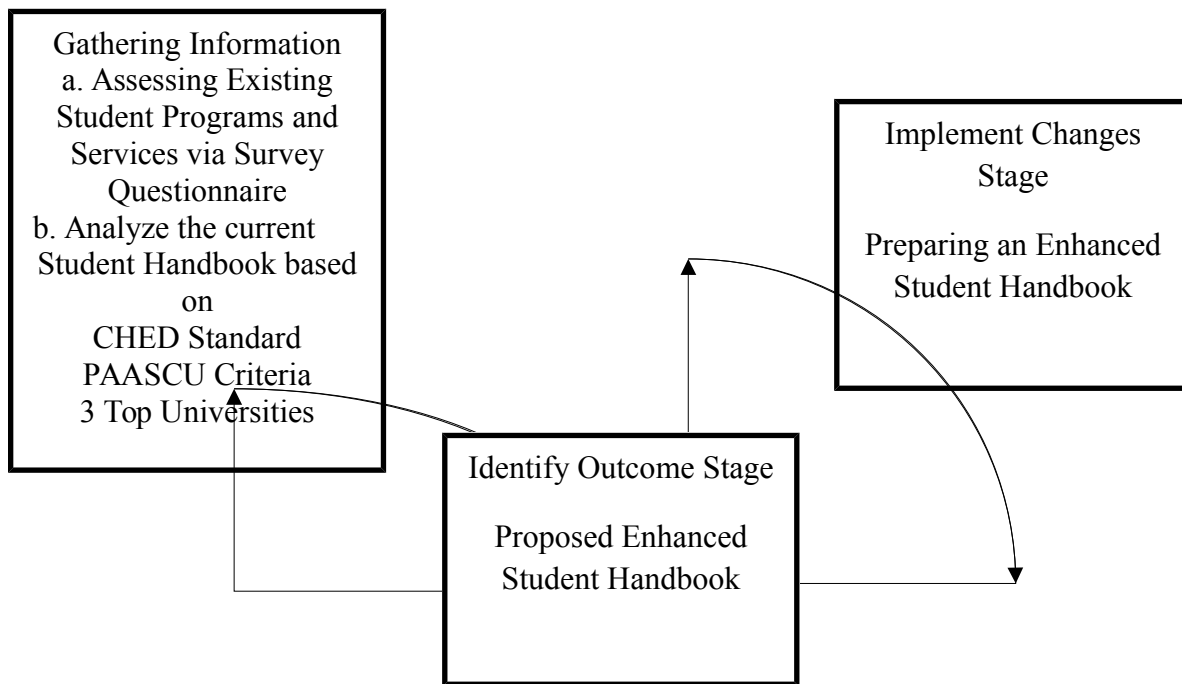


Figure 1. The Modified Learning Assessment Cycle of Maki (2004)

The model depicts the procedures in the development of the proposed enhancement of the student handbook of the college in this study based on the CHED Institutional Sustainability Assessment (ISA) Framework, PAASCU criteria on student services and the coverage and content of the student handbook of selected state and private colleges and universities in Metro Manila.

CHED emphasizes that ISA serve as a learning process for the HEIs and contributes to its continuing quality cycle. ISA is development in nature and entails a more reflective review of the institution's vision-mission, goals and desired outcomes.

Significance of the Study

The study will be of particular benefit to the private college itself since its twenty-year-old handbook had not been subjected to any comprehensive enhancement or revision. The instrument used to assess the coverage and contents of the existing student handbook and student program and services of the college based on CHED's and PAASCU's criteria will help determine which policies and procedures will be proposed for change, enhancement or maintenance.

The proposed updating and revisions in the Student Handbook is envisioned to provide a comprehensive collection of provisions regarding the student programs and services that is accessible to individuals like alumni and parents, who are interested in making connection to the college.

The proposed student handbook will be beneficial to: a) the managers for this will serve as their guide in decision-making on the different students' activities and programs that they will provide for quality service; b) staff and faculty for them to be aware of their contribution to the development of the students and to maintain harmonious relationships with each other; and c) students especially the freshmen to be well oriented with the policies and procedures of the college they belong and to be aware of the different activities and programs designed for them by the College to maximize their potential and holistic development. The handbook could also hopefully assist the managers in guiding the students to be successful in their work life, career, and in meeting the needs of the society by encouragement, support, and enhancement.

The handbook can be utilized as a guide or pattern by those individuals whose objective is to evaluate the effectiveness of their current student policies and procedures on student support program, or providing significant consideration to the enhancement of a more structured higher education.

As believed by Knowles (in Valdez, 1999), that the principal functions of a handbook could be as follows: to serve as a reference book for official policies and procedures; to orient the new arrival- faculty, staff, or student; to keep resident members of the academic community informed of changes in the policies and procedures; to portray the campus climate to those interested in joining the university community.

Furthermore, Meador (n.d.) stressed that every school has a student handbook that is stuffed with policies and procedures. It is a fundamental piece of each school because it governs instances that happen day-to-day in school buildings. It is important for it offers guidelines on how the administration and school board believe their school should be run. These policies come into play every single day. They are a set of expectations that all constituents within the school are held accountable by.

Scope and Delimitation of the Study

The study is limited to the analysis of the current student handbook of the college in this study and on the assessment of the respondent's perception on the existing programs and services related to students of the college along the seven areas of concern such as vision, mission, goal and objectives; admission and retention; administration and organization; guidance and

counseling services; co-curricular and extra-curricular programs; scholarship program; and student development program.

The study was conducted during the second semester of the School Year 2014-2015 utilizing the 100 percent of the managers, staff, faculty, and graduating students of the college.

Ratings given by the respondents namely: managers, staff, faculty, and graduating students were used to measure the status of the student policies and procedures of the college in the dimensions, components or quality areas of concerns covered by the instrument. The findings of the study were used as bases in enhancing the student handbook of the college.

Definition of Terms

For clear and comprehensive understanding of the interpretation of the results, the following terms are defined as used within the context of this study:

Assessment. Refers to the evaluation or analyzation of the nature, quality, or ability of something. In this study, it refers to the evaluation of the perceptions of the four (4) group of respondents on the existing student programs and services of the college along the seven areas of concern which are: Student Development Programs, Scholarship Program, Co-Curricular and Extra- Curricular Programs, Vision, Mission, Goals and Objectives, Guidance and Counseling Services, Admission and Retention, and Administration and Organization, to identify the gaps that will serve as a basis for the enhance of the college student handbook.

Enhancement. The act of improving or strengthening something. In this study, it pertains to the revision and updating of the existing student handbook based on identified needs and policy gaps.

Handbook. In this study it refers to a reference material that contains the written policies and procedures on the student programs and services of the College to guide the school populace on the things they need to know about.

Policies. In this study, it pertains to the general guidelines formulated or adopted by the college to regulate the assistance provided by the college to its stakeholders.

Procedures. In this study, it refers to a specific method employed by the college to express policies in action in their day-to-day operation.

Student Programs and Services. In this study, it refers to the various activities that the students undergo to help him/her achieved academic success.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the review of the literature that has guided the researcher. It also includes the researcher's review of research findings on assessment of student programs and services related to the study.

ASSESSMENT

CHED (2014) states that in order for HEI to support its goals and strategies, it should set up its management system with appropriate assessment tools to measure performance and to check if the mechanisms, procedures, and policies actually deliver the desired quality. If the said systems and processes were properly implemented, they could lead to quality outcomes as well as sustainable programs and initiatives (p.9). In accordance to this, CHED encouraged HEI to develop its own system for monitoring and assessing of the alignment of their program outcomes with their Vision, Mission, and Goals (VMG). Furthermore, CHED stressed that the in developing the system for program assessment and evaluation, there are factors to be considered which includes: a.) performance indicators that were set at the start while planning for the program; b.) assessment method that are properly selected to measure the performance; c.) standards which indicate the quality of the product; and d.) efficiency with which the program operates. In addition, CHED said that the department concerned, can develop a scoring system at the program level to better assess the effectiveness of the program implementation. Thus the results of the scoring system will be of great help to the department and top administration in identifying areas that need improvements and will lead to the continuous quality improvement of the program (The Commission on Higher Education's Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment, 2014 pp. 40-41).

Malana (2010) in her study, *“An Assessment of the 5-year (2005-2010) Sports Development Program of Colegio de San Juan de Letran-Calamba: Basis for Program Enhancement*, concluded that evaluation of program services is the chief process by which the success or failure in the implementation of a program is determined. Administration and members of the faculty have to carry on a continuous evaluative process to be able to ascertain the degree to which their educational objectives are accomplished. Through this process, strengths and weakness of the program are identified so that corrective measures will be implemented.

Marian Shaffner (2008) stated that to know whether the goals of an institution are achieved or not, a regular assessment of the system should be made. It also affects appropriate decisions in areas such as instructional needs and curriculum. Assessment encourages the administrators to ask relevant questions such as: are we teaching what we think we are teaching?; are the students learning what are intended to be learned?; and are there more effective ways to teach the subject to promote better learning?. If correctly done, it can provide diagnostic feedback, help educators establish standards, evaluate progress, monitor a student's progress, and motivate performance. Furthermore, she said that students must gain the skills that will enable them to meet the challenges of a constantly changing world. They need to be critical thinkers, analyzers and good at making inferences.

Parallel to this, Owen (2011), stated that most leadership educators are aware that assessment is an important process for the design and delivery of leadership programs, the

fostering of the student learning, and for program of advocacy at the institutional level and beyond. Moreover, Astin (in Owen, 2011) define assessment as the “gathering of information concerning the functioning of students, staff, and institution of higher education”.

Steven Bahls (2014), in his “*Shared Governance in Times of Change: A Practical Guide for Universities and Colleges*,” posits an overview of shared governance in a new perspective. To him, in order to meet today’s unprecedented challenges higher education faces, we must reflect on the past patterns of board-faculty relations and create a strong circumstance for the need for practical new approaches. His advice for a shared governance to be effective includes: a) all constituents should constantly and publicly reminded about the importance of shared governance; b) assess the status of shared governance of the institution periodically, then develop an action plan to improve it; c) support activities that strengthen faculty self-governance; d) maintain a constant commitment to three-way transparency and consistent communication; and e) value traditional policies of faculty engagement.

Moreover, Richard Legon (2014), President of The Association of Governing Boards of Universities and Colleges (AGB), points out that the environment of the higher education today is very challenging and demands a new way of making decisions. He even emphasized that the process of stakeholders with regard to the shaping of institutional direction has become more important and difficult when compared with the past. He further added that the changes universities and colleges utilized in terms of methodologies and strategies in catering academic programs call for innovative responses, creates new opportunities, and offers new risk.

In his study, “*Illuminating the Assessment Practices of Teachers in New Zealand Outdoor Education Tertiary Programmes*”, Chapman (2011) found out that though teachers are skilled at catering quality-learning experiences, they need to further develop assessment processes that will explore the tangible skills of the students such as leadership skills, judgment skills and decision-making skills for their assessment to become holistic and effective.

On the other hand, Mercy’s (2010) work entitled, “*Assessment Problems in Zimbabwe’s Primary School with Special Reference to Gweru District Schools*”, concluded that there are factors that can affect negatively or becomes barrier to effective assessment. These factors include: a) the lack of teacher’s motivation due to insufficient facilities, lack of resources, big class sizes, unfavorable policies, too many records in school and the mandate of performance appraisal; b) problems encountered by teachers in utilizing the policies set by the school because they don’t have input in the formulation of the said policies; and c) the low salaries teachers receive to boost their morale.

In 2000, the office of Advisory Committee for Academic Assessment (ACAA) of Kent State University cited enhancement and responsibility as the two important reasons why assessment is necessary.

Enhancement leads the academic community to: (1) provide the degree to which the goals correspond to the student’s societal needs; (2) evaluate if the academic community’s expectations coincide with the student’s activities, products, or performances; (3) after successfully finishing coursework and academic programs, offers information to students about the knowledge, skills, and other attributes they can expect to possess; and (4) when seeking

improvement in the student's achievement and in the educational process, establishes ways to understand the dimensions of student learning. Assessment also develops responsibility by providing evidences of student's achievement to accreditation groups, state legislators, and other stakeholders.

Moreover, ACAA of Kent University (2000) recommends that academic department do the following to define the process of academic assessment:

- a. Create different activities that will help in clarifying the needs of their students and faculty, administrators, staff, and others involved in the student learning outcomes,
- b. Enable the department to determine what they expect students to learn and to choose what academic goals they value,
- c. Decide and employ the best strategies and methodologies that will evaluate the degree to which student learning outcome meet these expectations, and finally
- d. Approve ways to use this evidence to support enhanced student learning as well as an enhanced process for this assessment.

Furthermore, ACAA of Kent University (2000) laid the six step guide as an assessment process that can be used in different areas of student learning, which are: (1) what educational goals are valued as identified in broad terms; (2) objectives for each goal must be articulated, multiple, and measurable; (3) to assess how well students are meeting the articulated objectives, appropriate approaches must employed; (4) for the evidence of student learning, select appropriate measures that can be administered, analyzed, and interpreted; (5) for those involved in the process of assessment, they must communicate the findings of the assessment; and (6) with

the intent to continuously improve the quality of student learning, use feedback to make changes and inform curricular decisions and reevaluate the assessment process.

For assessment of learning outcomes to become effective, CEA Study Abroad (2014) believes that the design and implementation of assessment processes must be rooted in accepted standards of good practice. They further emphasized that assessment processes must include four principles which are: assessment must be continuous, must be evidence-based, should be open to peer review, and the most important is- assessment is being done to improve student learning, instruction and program management in order to access the institutional culture.

According to Richard Stiggins (2005), there is no single assessment process higher to any other but all these processes can undergo the same stages: a) purpose identification, target specification, selecting suitable process, and deciding on the relative importance of the targets as well as the sample; b) Using the guidelines for quality, write the questions; c) eliminating all the possible sources of bias and distortion; d) administering the assessment; and e) analyze the results to find out which areas need refinement. He claimed that if we follow and do the tasks correctly in each of the five stages, we can be assured that our assessment will give us accurate results.

Banta et. al. (in Osorio, 2004), to ensure the quality of learning in an educational institution, colleges and universities are required to assess and report what students have learned and how they can use their acquired knowledge. This is the main reason why the College on this

study should constantly assess their programs, activities and most especially their policies and procedures to become fully equipped with the quality of their student's performance and to make sure that they are meeting the standards set by the CHED. In addition, Neal (2012) emphasized that it is important to ask the point of view of the students with regards to the student programs and services offered to them.

STUDENT PROGRAMS AND SERVICES

Section 4 of CHED Memorandum No. 9 Series 2013, specified that the responsibility of an educational institution is not only confined to the teaching and development of job skills, but also to the acquisition of the life skills and values. The individuals produced by the educational institution should be able to contribute positively to the progress of his/her country, and to the upliftment of the human conditions. Therefore, Student Affairs and Services must systematically and deliberately address this end objective of producing citizens suited to the aims of the country and of humanity. Higher Education Institutions must provide a set of student centered activities and services in support of academic instruction intended to facilitate holistic and well-rounded student development for active involvement as future responsible citizen and leaders. Student Affairs and Services are services and programs in Higher Education Institutions that are concerned with academic support experiences of students to attain holistic student development. It further explained that academic support services are those services that relate to: a.) Student Welfare, refers to the basic programs needed to ensure and promote the well-being of student; b.) Student Development, refers to the services and programs designed for the exploration, enhancement and development of the student's full potential for personal development,

leadership and social responsibility through various institutional and/or student initiated activities; and c.) Institutional Student Programs and Services, refers to the services and programs designed to pro-actively respond to the basic health, food, shelter, and safety concerns of students including students with special needs and disabilities and the school. (<http://www.ched.gov.ph/CMO-No.9-S2013.pdf>)

Vendivel's (2011) dissertation on the undergraduate student programs and services at the Philippine Normal University identified the factors for use as the validation and enhancement for the quality assurance of a University Handbook on Student Affairs and Services. The result of his study revealed that the student services and programs were very satisfactory but the strengths of the student programs and services were found in all the indicators that needed to be enhanced. Thus, he assumed that the quality assurance has been achieved on the result of his study.

Seven components/areas in student programs and services were assessed through validated survey questionnaires adapted from the Core Survey Instrument of the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACUP), Inc. and the PACUCOA.

Further, Vendivel's study recommended that there be: a) a review of the existing students programs and services at the University to determine how these can be improved and enhanced; b) a revision of existing PNU Student Handbook, taking into consideration the merits of the crafted University Handbook on Student Affairs and Services; c) coordination among the academic departments, administrative offices, Office of the student Affairs and Student Services, Office of Admission, Auxiliary Services, and other service units of the University to identify concerns of students that needs immediate attention and action; d) a periodic revision of the

University Handbook on Student Affairs and Services, as well as other handbooks or manuals in the University; e) the creation of a permanent Committee on Student Handbook that will oversee how the newly validated University Handbook on Student Affairs and Services can be enhanced or improved; f) constant benchmarking with other schools, especially those that offers accredited student programs and services so that the Philippine Normal University can achieve quality assurance and live up to its mandate as the country's National Center for Teacher Education; and g) a conduct of other researchers in the area of student affairs, exploring other sub-areas and other variables, and using a more complex research design.

Cadosales, et. al. (2008) in their study entitled, "*The Student Services Program at La Salle University: Suggested Activities for Improvement*", laid out the important student services that can help the college students' life transform while they are at La Salle University, Ozamiz City.

The study employed the descriptive-evaluative research to characterize the student services program and the proposed suggested activities for improvement. With their study, they have found out that La Salle Ozamiz's best features in student services lie on their admission policies, objectives of guidance program and services, campus ministry services, research and evaluation and co-curricular programs and activities. On the other hand, the university must pay more attention to the areas that include the organization and administration of the student services program, information dissemination of the guidance program and services, and students' assistance programs. In addition, they cited that the university attempts to offer students with functional student services program to cultivate their holistic being.

Mahan (2001) in her study, “*Student Support Services: The Impact of the Frequency of Services has on the Retention and Graduation Rates on White and Students of Color*”, concluded that in a predominantly white institutions, specifically Iowa State University, students of color can be retained and graduated through the use of student program services, thus she recommended that the said services must be institutionalized.

Parallel to this, Neal (2012) in his study “*Student Perception of the Value of Student Services for a Profit 2-year College*”, concluded that students perceived the essential factor for their academic success is the concern and willingness of the student services personnel to help them in the different areas of their needs whether personal or academic. Thus he stated that there is a need to promote student services within the college to educate students about the available services and provide them the attitude of promoting their path to success.

Tan’s (2005) dissertation, in “*Stakeholders’ Assessment of a Regional Science High School: Basis for a Quality Strategic Action Plan*” revealed that there is concordance on the perceived effectiveness among the respondents in terms of the following components: 1) Vision, Mission and Purpose; 2) Instructional Program; 3) School Personnel; 4) Faculty/ Staff Development; 5) School Plant and Facilities; 6) Science Laboratories and Equipment; 7) Library Facilities and Learning Resource Center; 8) Guidance Program; and 9) School-Community Relations. However, some concordances of perceptions among the respondents are not explicit in the other components such as: 1) Research Program; 2) library Facilities and Learning Resource Center; and 3) Financial Resources. In addition, all selected components are found to be interrelated with one another. She also added that the proposed strategic plan can be adapted by the school to further enhance its effectiveness.

Correspondingly, a dissertation by Consunji (2006) entitled, “*An Assessment of the Effectiveness of the BSE Program at Bataan Polytechnic State College: Basis for Developing a Monitoring System,*” concluded that the College of Education needs improvement along the following areas: Vision, Mission, Goals and Objectives; Faculty; Curriculum and Instruction; Students; Research; Extension and Community Involvement; Library; Physical plant and Facilities; Laboratories and Administration. The College should give priority to these areas since no college/university can rise beyond the level of its capability. The identified areas must be reviewed, assessed and evaluated, and deficiencies in them must be effectively addressed. Thereafter, the College of Education may apply for accreditation for the second level of its teacher-education program. Suggested activities that can be undertaken are enumerated in the developed monitoring system.

POLICIES AND PROCEDURES

Banach (n.d.) stated that most organizations use policies and procedures to set the standards for acceptable behavior and business practices. Policies and procedures often go hand-in-hand because of the close relationship between the two. A policy is essentially a written objective or guidebook that designates how to handle various workplace scenarios, and a procedure outlines what steps to take to achieve the policy. Widzinski (2002) had the same idea when he said that, “the objective of policies and procedures is to document an organization’s policy for operation and the procedures necessary to fulfill that policy. Policies and procedures answer the “what” and “how” questions for individuals within an organization. Also, policies and procedures help create an internal control framework. It is this internal control framework that management will rely upon and that will ensure the company’s objectives are being met”.

Moreover, according to Page (2002), policies and procedures play a strategic role in a company environment in which employees make decisions. Policies and procedures become the media by which business processes are documented and published.

Furthermore, Page claimed that through a well-conceived policy and procedure system, the company's vision becomes an integral part of company operations. These operations are the day-to-day planning and decision making. He even believed that policies and procedures provide decision-makers with limits, alternatives, and general guidelines. They help to make instructions definite, provide common undertakings. Policies set boundary conditions so that actions and decisions are channeled along a particular path in pursuit of an objective. Policies allow management to operate without constant intervention and once established, enable others to work within that framework. Policies and procedures need to be in a standard format because they cover recurring situations or processes. They help reduce the range of individual decisions and encourage management by exception. The manager only needs to give special attention to unusual problems covered by a specific policy or procedure. As more policies and procedures are written to cover recurring situations, managers begin to make decisions that will be consistent from one functional area to the next. Consistent and objective decisions should be the goals of all companies they often reflect vision in action and will aid the integration of a company strategic goal into day-to-day management decision. Aligning policies and procedures to the vision is straight forward.

Santos' (2004) study in "*Towards the Development of an Effective Governance of Diocesan School System*". Santos analyzed the power of the board of trustees in running a

school. According to him, the boards of today can be a positive force of providing the vision and direction of Catholic Schools. They ensure that systems of accountability and responsibility are in place for the schools to grow and develop. In so doing the school board is able to provide the continuity and stability that every school needs, as well as strong policies that keep the school true to the mission and purpose to which it is called. Policies give direction to the operation of the school. The board perform a vital role as it develops policies. Catholic schools are able to address many issues and needs through well-developed policies; created in the spirit of faith community by their boards.

Khu, Kinzie, Schuh, and Whitt (2011), in their article, “*Fostering Student Success in Hard Times*”, all adhere on the consistent change of policies in order to help students succeed, but these policies should be in consonance with the enhanced academic support. In addition to this, they also said that the essential way of maintaining success of student is through the use of good-quality, functional information to determine whether policies, practices and activities are having positive effects.

According to Gotia (2005), the general education setting can be less stressful if students are provided with information about expectations and rules. In most cases, this information should be presented in a written format so that the student can rehearse at his or her own pace and refer to it as needed or when under added stress.

In the article, “*The Policy and Procedure Manual: Managing by the Book*”, Dr. Paul Rao (n.d.), believed that a manual of policy and procedure is the sole essential tool for manager. He also explained the need for documentation and outlining of the policies and procedures for they

will address accrediting, licensing, and regulatory requirements. For him a manual of policy and procedure should achieve three basic functions which are:

- Clearly spell out the mission, philosophy, and goals of the departments and the institution;
- Define all ethical, strategic, and organizational boundaries within which the department interacts with its employees; and
- Stipulate reasonable structure for logical and consistent management decisions.

In England and Wales they have the Education Act 2005 which obliges schools to furnish a school profile that includes a vast array of information that could be helpful for new teacher.

The profile includes responses to questions such as:

- Which of our programs or activities have been successful this year?
- What are the things that we trying to improve?
- How do we ensure that we meet the individual needs of each child entrusted to us in our way of teaching?
- How do we ensure the health, security, and support for our pupils?
- What are our actions with regard to the inspection?

School prospectus is another good source of information because it provides us the preview of how the school promotes itself. With all this background information, the newly qualified teacher can now focus on particular school policies that will influence their approach to learning and teaching from the outset. These may include policies on; child protection, behavior including anti-bullying, race equality, school procedures such as lining up, marking and giving feedback on children's work, and approaches to learning and teaching. Aside from these, there are also government policies that a new teacher should be familiar with (these may be differ depending on whether the new teacher is teaching in England, Wales, Northern Ireland or Scotland). These policies include:

- 1) Strategies for Literacy and Numeracy. These were introduced in 1998 in a bid to raise standards in schools. For the first time teachers were not only told what to teach but how to teach it and many support materials were developed centrally.
- 2) Every Child Matters. In 2003 the government published a green paper, which aimed to improve the way that individuals and organizations work with children and young people. In 2004 the Children Act was passed leading the way for more effective services to provide for the needs of children, parents and young people. This is a very important piece of legislation, which has had a huge impact on teaching as well as other services. Following consultation with parents, children and children's services Every Child Matters: The Next Steps (DfES 204b) was published. This set out the five outcomes of the Change for Children Agenda which are: be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being (ATL organization at UK).

According to Barnsley Safeguarding Children Board (n.d.), every school must have a "Child Protection Policy" – sometimes called as the school's Safeguarding Policy. The aim of the policy is to ensure that the school has effective measures in place to safeguard children from the potential risk of harm and that the safety and wellbeing of the children are of the highest priority in all aspects of the school's work. The local authority has produced a Model Child Protection/Safeguarding Policy that schools can adopt. Having the policy in place ensures that all members of the school community:

- are aware of their responsibilities in relation to safeguarding and child protection
- know the procedures that should be followed if they have a cause of concern
- know where to go to find additional information regarding safeguarding

- are aware of the key indicators relating to child abuse
 - fully support the school's commitment to safeguarding and child protection.
- Safeguarding is not just about protecting children from deliberate harm. It presents

schools with a wide range of issues that they need to be prepared for.

On the other hand, Derrick Meador (2014) affirmed that every school is different from one another therefore each one has different policies and procedures. He also added that each school has different student's needs and are dealing with different issues. However, he believed that there are ten essential policies that every school's student handbook must contain. These policies are: attendance policy, bullying policy, cell phone policy, dress code policy, fighting policy, respect policy, student code of conduct, student discipline, student search and seizure policy, and substitute policy. Meador believed that school policies and procedures are essential in the governing documents by which school district and school building are run. It is essential that policies and procedures be current and up-to-date. These should be reviewed and revised as necessary and new policies and procedures should be written as needed.

STUDENT HANDBOOK

In colleges and universities written format of students' expectations and rules are compounded in what is known as student's handbook.

In 2017, George Fox University stated that student handbook is one of the essential instruments which outline student experience while staying at the university. It defines the university's community: who they are; what they are doing; their beliefs and the expectations to those who wanted to become a part of the community. In addition, the university said if a student wanted to become fully engaged in all aspects of student life, he/she must read and understand

the student handbook because it outlines the lifestyle standards, values, and community policies that he/she ought to follow as a student of the George Fox University.

Correspondingly, Keraga (2014) said that the main purpose of the student handbook is to provide guidelines that will safeguard the rights of students in an educational institution. Also the handbook outlines policies on student's responsibilities, obligations, and expectations needed to ensure the student's success.

According to George and Stallard (in Valdez, 1999), handbooks help management members by alleviating them the need to repeat information, explanations, or instructions. Handbooks, likewise, force decisions regarding policies and procedures, thoughts about these matters must be put into writing and give constancy to policies and procedures.

Furthermore, Paul Rao (n.d.), emphasized that handbook or manual provides the necessary constancy in delivering services in a systematic and legitimate way. He even said that handbook is the key in answering the "what and how" of system and it is also one of the fundamental requirements in meeting the quality enhancement process of an organization.

Vendivel (2011) stated that handbook could focus on building an effective student affairs and services operation. This implies putting students at the center of all efforts by presenting them the procedural steps they need to consider in say, applying for documents, in requesting for replacement for lost ID cards, requesting for dental check-up, applying for library card, and the

like, which would enhance their personal and social, as well as cognitive development. The desired outcomes are similar to those for higher education institutions in general, and may include the following: 1. High quality, well-rounded maximized learning experiences; 2. Improved higher education access regardless of ability/background; 3. Better retention and progress toward graduation and higher graduation rates; 4. Enhanced career/employment prospects and life-long learning interests; and 5. A life as a responsible, contributing community member and citizen.

The UNDERGRADUATE STUDENT HANDBOOK of the Philippine Normal University (2005) comprises of the following: I) Introduction - where you find the Student's Personal Data; Foreword; PNU Seal; Message from the President; Brief History; Philosophy; Vision; Mission; PNU: Values-Driven Institution; Colleges and Departments; Academic Programs; and Non-Academic Program; II) Admission and Registration; III) Policies on Transferees in the Undergraduate Level: Registration; Returnees; Regular Students; Cross-enrollees; and Transferees from other Branches/SUC's; IV) Enrollment Procedure: Policy Guidelines and Condition- Enrolment of Incoming Freshmen and Enrolment of Old Students; V) Guidelines on Academic Advising; VI) Academic Policies; VII) General Directives; and VIII) Appendices which includes, Accredited Organizations; Affirmation; Board of Regents; University Officials; Dean of Colleges; Directors of Centers/Services; Officials of Branches; Heads of Academic Departments; Heads of Non-Academic Units; Roster of Administrators; Editor-in-Chief of the Torch Publications; PNU Hymn; PNU March; Panunumpa ng Katapatan sa Watawat; and The Committee of the Revised Student Handbook.

Ateneo De Manila University, Undergraduate Student Handbook (2012) contains 8 sections. Section I - The Ateneo Education includes the University's history, Vision, Mission, Goals, and Objectives; Section II – Student Rights, Section III – Student Related Government and Administrative Act and Implementing Guidelines, Section IV – Loyola Schools Rules and Regulations, Section V – Academic Procedures and Services, Section VI – Student Services which is of two parts, the first one refers to Student Welfare Services that includes: registration and document; guidance and counseling; health; food; career and placement; student housing; financial aid; international student assistance; student emergency assistance; safety and security; logistics and equipment; and the Loyola School Integrated Ateneo Formation (NAF) Program, and the second part refers to the Student Development Services that includes: campus ministry; student organizations and activities; student government; leadership development program; student publications; sports development programs; learning support resources; and merchandising and commercial resources, Section VII – Procedures for Non-Academic Services, and Section VIII – Appendices. The student handbook of Ateneo De Manila offers comprehensive information about the university that will be of great help to their students and other stakeholders.

In De La Salle Araneta University, the Student Handbook (2012) delineates the duties, responsibilities, and the rights of the students. It also consists of: a) Academic Policies and Procedures which include the admission to the university, enrollment policies, academic performance, graduation policies, issuance of school credentials, student research policies, and fees, payments and other related expenses; b) Student Organization; c) School Discipline and d) Student Services/Administrative Staff. In addition to these, it also contains the guidelines /rules

in choosing an organization and the use of other facilities such as study cabanas, track and field oval, swimming pool and the like.

At Our Lady of Fatima University, the Student Handbook (2012) contains general policies and regulations such as the academic code and code of discipline. It also identifies different student services that the university offers. Moreover, it also includes the registrar's office rules and procedures that all Our Lady of Fatima University students must adhere to.

On the other hand, STI's Student Handbook consists of four areas which are: a) STI Educational Network System; b) Academic Policies and Directives; c) Students Services that include the Job Placement Assistance Services wherein students are provided with mock recruitment, employment preparation seminars, job fairs, recruitment caravans, and online career service system; and d) Student behavior and discipline.

Meanwhile, the Student Handbook of the University of the East (2010), enumerates different policies and procedures of the University from the total student care program, academic units, admission and registration, school fees, refund fees, dropping of subjects, changing of class schedule, substitution of subjects, examinations, grading system, classification of students, academic load, attendance, leave of absence, retention policy, maximum residency requirement, graduation, baccalaureate and commencement rite, awards, university facilities, academic services, administrative services, student services until to the benefits the students can get in their stay at the university. The UE student handbook contains all the information that can help their students especially the freshmen to familiarize themselves with the UE system.

This chapter provides a review of literature associated to the assessment of student programs and services and of the updated student handbook. Holistic and well-rounded development of students lies on the effective implementation of student programs and services a higher educational institution offer. Research suggests that clear and updated information materials regarding student programs and services guide the HEIs populace on what to expect and what to avoid in the institution they belong.

Topics included in this chapter are the importance of assessment and its uses, legal basis of the standard or criteria for student programs and services including its components or indicators, importance of clear and updated policies and procedures, and the significance of an updated student handbook in an educational institution.

CHAPTER III

RESEARCH METHOD AND PROCEDURES

This chapter presents the description of the research method, respondents of the study, sampling procedures, data gathering instruments, and statistical tools used in the analysis of the data obtained.

Research Method

This study utilized the descriptive method of research which involves the purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause-effect relationship and then making adequate and accurate interpretation about such data with or without the aid of statistical methods” Calderon and Gonzales (2006 p. 62).

Specifically, this employed the descriptive-development type of research. Descriptive research describes the nature of a definite phenomenon/condition as it takes place during the time of the study. This method is suitable in this study for it aimed to assess the existing student programs and services of the College in this study along the seven areas: Student Development Programs; Scholarship program; Co-Curricular and Extra- Curricular Programs; Vision, Mission, Goals and Objectives; Guidance and Counseling Services; Admission and Retention; and Administration and Organization. This study is developmental because it involved different stages such as: analyzing what needs to be assessed, conducting the assessment process, gathering the assessed data, analyzing the data, reporting the outcome, revising and enhancing the student handbook. The researcher has chosen this method because her objective was to gather data from the respondents to come up with an enhanced Student Handbook.

Questionnaire items made by Vendivel (2011) and unstructured interviews conducted by the researcher herself were employed in this research. Likewise, CHED standard on Enhanced Policies and Guidelines on Student Affairs and Services, PAASCU criteria on student services and 3 student handbooks of top universities – 1 of state university and 2 of private universities were analyzed to obtain the desired data needed to assess the existing student programs and services of the College as bases for enhancing its Student's Handbook for the consideration of the stakeholders.

Sampling Procedure

The study gathered the respondents via purposive non-probability sampling technique which is also known as judgmental, selective or subjective sampling technique. Respondents were not derived through equal chances in the sampling population because the chief aim of this technique is to focus on particular characteristics of a population of interest.

Respondents

The study utilized four groups of participants, namely: the deans; the faculty which was composed of part-time and full-time instructors; the administrative staff, made up of librarians, accounting staff and registrar's staff; and the students which was composed of all fourth year students of the following courses – College of HRM/HRS, College of Education, College of Criminology, College of Computer Science, and College of BSBA/BSA. The distribution of the respondents is shown below:

Respondents	Number	Percentage
Deans	5	1.16%
Faculty	70	16.31%
Administrative Staff	12	2.80%
Students	342	79.72%
Total	429	100%

Table 1. Distribution of Respondents

Data Gathering Procedure

Following the conceptual framework of the study, below were the steps the researcher utilized in assessing the existing student programs and services of the College in this study. The result of the assessment was used as bases for enhancing the College's Student Handbook:

1. Analysis of the College's current student handbook, CHED standard, PAASCU criteria on student services as well as 3 student handbook of top universities as which 1 of a state university and 2 of private university.
2. Asking the permission of Dr. Fortunato Vendivel Jr. to allow the researcher to use his validated Survey Instrument which is the Survey Instrument I (involves items on student programs and services that cover the seven (7) areas of concern. The approval letter and the approved survey questionnaire can be found on the appendix page 102 of this research.
3. A letter of request was submitted to the Vice President of Academic Affairs to conduct the study in the College. The approval letter can be found on the appendix page 103 of this research.
4. Administering the research instrument;
5. Conducting unstructured interviews with the respondents to validate their responses;
6. Analyzing and interpreting the data gathered; and
7. Preparing and developing an enhanced student's handbook.

Data Gathering Instrument

The researcher utilized two data gathering instruments in this study:

1. The instrument developed by Dr. Fortunato G. Vendivel Jr. (2011) in his dissertation entitled "Towards the Validation and Enhancement for Quality Assurance of a University Handbook on Student Affairs and Services of the National Center for Teacher Education". The survey instrument is called *The Survey Instrument I*, which involves items on student programs and services that covers seven (7) areas of concern. The researcher opted to choose the said instrument because it contains all the necessary parts

or areas that can be found in a typical student's handbook.(Refer to page 105-110 of the appendix)

2. The unstructured interview made by the researcher to validate the responses of the respondents. (See appendix page 111)

The Likert scale with a numerical rating of 1 (one) to 4 (four) was used in pointing out the degree of the respondents' agreement with each statement. This scale is also known as "forced Likert scale" because the respondents were forced to form an opinion and there was no neutral option available.

Below is the scale used together with the corresponding interpretations:

3.26 - 4.00 – VSI – Very Satisfactorily Implemented

2.51 – 3.25 – SI – Satisfactorily Implemented

1.76 – 2.50 – PI – Poorly Implemented

1.00 – 1.75 – SN – Seriously Neglected

The analysis and interpretation of the items regarding the status of the existing policies and procedures of the College using the seven (7) areas of concern as perceived by the respondents were supported by unstructured interviews conducted by the researcher in validating their responses.

Statistical Treatment

The data were gathered and analyzed through the use of the following statistical tools:

1. Percentage – the numerical analysis that describes or compares magnitude. It was utilized in this study to depict the distribution of the respondents.
2. Weighted Mean – this was employed in this study to measure the respondents' perceptions of the items found in the survey instruments. The mean was a measure of the central tendency that indicates position. Thus, this was used in identifying whether the perceptions of the respondents fall within the average, above average or below average levels.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents, analyzes, and interprets the data pertinent to this study. The data were obtained through the use of Survey Instrument I of Dr. Vendivel (2011). The obtained data were statistically analyzed and interpreted in the context of two specific problems of the study. Tabular presentation of the data and the information was effected to facilitate analysis and interpretation based on the inferences from these tables.

Problem No. 1: How do deans, faculty, staff and graduating students assess the existing student programs and services in terms of the following areas: vision, mission, goals and objectives, admission and retention, administration and organization, guidance and counseling services, co-curricular and extra-curricular program, scholarship program, and student development program?

The data gathered to answer problem no. 1 are presented and analyzed in Tables 2 to 16.

To interpret the data obtained, the researcher used a four-point scale wherein the indicator with a mean of 2.51 to 4 is considered strength. Hence, it should be sustained. Furthermore an indicator with a mean of 2.50 and below is a weakness and so it should be improved.

On Vision, Mission, Goals, and Objectives

Table 2 on the next page shows the sole indicator for the vision, mission, goals, and objectives, the respondents perceived, “The objectives are in consonance with the vision, mission, and goals of the college as *“very satisfactorily implemented”* with a weighted mean of 3.27.

Table 2. Respondents’ Assessed Indicator of Vision, Mission, Goals, and Objectives

INDICATORS	PARTICIPANTS								OVERALL (N=429)		GAP
	Top Management (N=5)		Faculty (N=70)		Admin Staff (N=12)		Students (N=342)				
Vision, Mission, Goals and Objectives	WM	DI	WM	DI	WM	DI	WM	DI	WM	DI	
1) The objectives are in consonance with the mission, and goals of the College.	3.00	SI	3.08	SI	3.58	SI	3.43	SI	3.27	SI	0.73
Overall Mean	3.00	SI	3.08	SI	3.58	VSI	3.43	VSI	3.27	VSI	0.73

Legend:

NUMERICAL RANGE RATING/DESCRIPTIVE INTERPRETATION (DI)

3.26-4.00 (VSI- Very Satisfactorily Implemented), 2.51- 3.25 (SI-Satisfactorily Implemented), 1.76- 2.50 (PI-Poorly Implemented), and 1.00-1.75 (SN-Seriously Neglected)

This perception may be due to the fact that the respondents are aware of the objectives of the college because it is posted strategically at the college premises. Furthermore, as perceived by the four groups of respondents suggest that the sole indicator for this area as a strength. Though the respondents are fully aware of the said objectives, these are not included in their

student handbook which means that, if the said objectives was been removed from the bulletin boards as where it is located, there is a tendency that the respondents may forget about it.

Moreover, weighted means of the respondents show that the top management obtained the lowest mean compared to the faculty, staff and graduating students. Top management stated on the unstructured interview, that there were no meeting or consultation done prior to the formulation of the college's objectives, thus they were not involved. In addition, one of them said that the college has its consultant in which the president of the college together with the board of trustees consulted.

The table 3 on page 79 and 80 of the appendix contains vision, mission of the college, the old (which can be seen in the current student handbook) and the new (which is posted on the bulletin boards). This table reveals that the college's Vision, Mission has evolved and become adaptive to fast changing time. From the lengthy and vague Vision and Mission, it was modified into clear and specific which can be easily understand by the respondents.

According to Schermerhorn (2010), it is important that the objectives be aligned with the Vision, Mission, and goals of an institution because objectives are the driving force in accomplishing/achieving the institution's purpose. Thus, as perceived by the four groups of respondents, the Vision, Mission, Goals, and Objectives of the College fit well together and working as a coherent whole

On Admission and Retention

Shown in Table 4 are the perceptions of the respondents on the indicators of the admission and retention. Results show that the overall weighted mean obtained by the top management in which the deans are included was 2.84 with a gap of 1.16. This indicates that the deans are not fully involved in the process of the admission and retention policy of the college. This is because two (2) of them are new in the college and one (1) of them is a part-timer. In addition to this, the college has an admission officer that attends to the needs of the applicants.

Whereas on the other hand, the faculty's over all weighted mean was 3.03 with a descriptive interpretation of "*Satisfactorily Implemented*" suggests that the indicators in this area are favorable to them except for the following indicators: indicator 1 – "There is an established system of student recruitment, selection and admission", indicator 5 – "Student admission records on dropout rates are available and filed", indicator – 7 "Student admission records on employability of graduates/graduate tracers are available and filed", indicator 9 – "Student admission records on student categorization by specialization are available and file", and indicator – 13 "There is a mechanism for monitoring of student dropouts". This only shows that not all the indicators in this area are fully implemented by the college and suggest that there are policies on admission and retention that are not already suited to the needs of the students as perceived by the faculty. Furthermore, some faculty said that there were students who attend their class even thou they were not in the official class list, others said that they have students that were on the list but does not attend classes only to find out that the said students did not pursue their studies. Thus these things can be prevented if the faculty has a copy of the student

handbook so that they will be fully informed about the policies pertaining to admission and retention.

Table 4. Respondents' Assessed Indicator of Admission and Retention

INDICATORS	PARTICIPANTS								OVERALL L (N=429)		GAP	RANK
	Top Management (N=5)		Faculty (N=70)		Admin Staff (N=12)		Students (N=342)					
Admission and Retention	WM	DI	WM	DI	WM	DI	WM	DI	WM	DI		
1) There is an established system of student recruitment, selection and admission.	2.60	SI	2.93	SI	3.67	VSI	3.28	VSI	3.12	SI	0.88	9
2) The policies and procedures on selection and admission of students are disseminated and implemented.	2.80	SI	3.03	SI	3.25	SI	3.22	VSI	3.08	SI	0.92	10
3) The College’s policies on selection and admission of students are disseminated and implemented.	3.00	SI	3.06	SI	3.42	VSI	3.23	SI	3.18	SI	0.82	7
4) Student admission records on enrolment trends are available and filed.	3.00	SI	3.13	SI	3.42	VSI	3.35	VSI	3.22	SI	0.78	4
5) Student admission records on dropout rates are available and filed.	2.80	SI	2.96	SI	3.33	VSI	3.15	SI	3.06	SI	0.94	11
6) Student admission records on licensure examination results and passing percentage are available and filed.	3.20	SI	3.13	SI	3.42	VSI	3.47	VSI	3.30	VSI	0.70	2
7) Student admission records on employability of graduates/graduate tracers are available and filed.	1.80	PI	2.93	SI	3.58	VSI	3.28	VSI	2.90	SI	1.10	14
8) Student admission records on student transferees are available and filed.	3.20	SI	3.11	SI	3.42	VSI	3.21	SI	3.24	SI	0.76	3
9) Student admission records on student categorization by specialization are available and filed.	3.80	VSI	2.91	PI	3.33	VSI	3.23	SI	3.32	VSI	0.68	1
10) Retention policies and procedures are clearly defined, widely disseminated and well understood by faculty and students.	2.60	SI	3.30	VSI	3.42	VSI	3.44	VSI	3.19	SI	0.81	5.5
11) Retention policies are approved by the Academic Council and Board of Regents of the College.	3.00	SI	3.00	SI	3.25	SI	3.50	VSI	3.19	SI	0.81	5.5

12) Retention policies are in consonance with CHED policies and standards.	3.00	SI	3.00	SI	3.33	VSI	3.31	VSI	3.16	SI	0.84	8
13) There is a mechanism for monitoring of student dropouts.	2.60	SI	2.98	SI	3.25	SI	3.10	SI	2.98	SI	1.02	12
14) There is a mechanism for monitoring of students on leave.	2.40	PI	3.00	SI	3.33	VSI	3.02	SI	2.94	SI	1.06	13
Overall Mean	2.84	SI	3.03	SI	3.39	VSI	3.27	VSI	3.13	SI	0.87	

Legend:

NUMERICAL RANGE RATING/DESCRIPTIVE INTERPRETATION (DI)

3.26-4.00 (VSI- Very Satisfactorily Implemented), 2.51- 3.25 (SI-Satisfactorily Implemented), 1.76- 2.50 (PI-Poorly Implemented), and 1.00-1.75 (SN-Seriously Neglected)

In terms of the Admin staff and graduating students, both respondents obtained a descriptive interpretation of “satisfactorily implemented”, with an overall weighted mean of 3.39 and 3.27 respectively. This means that admin staff and graduating students perceived the policy on admission and retention as strength of the college and is therefore maintained.

Although the overall weighted mean on the area of admission and retention is 3.13 with a descriptive interpretation of “satisfactorily implemented”, there is a gap of 0. 87. Hence, this could mean that the college needs to review and enhance the existing policies and procedures on the area of admission and retention to fit the needs of the students and to be of better service not only for the students but to the other members of its stakeholders as well. Furthermore, Peltier (2014), sated that collaboration between the top management, faculty, admin staff, and the administrators must be adhered because it plays an essential factor in facilitating and influencing student outcomes.

Table 5 on page 81 of the appendix contains the comparison of the existing and enhanced policy on the admission and retention. The researcher consulted the college’s staff concerned in this area, thus the enhanced student handbook outlined simplified guidelines/procedures

particularly on the admission process. This is to ensure that the student body can easily understand and follow the procedure prescribe on this area.

On Administration and Organization

On the area of administration and organization, the data gathered as shown in table 6 found at the appendix page 87 to 88 revealed an overall mean of 3.00, the indicators for administration and organization as perceived by the respondents were ranked as “*Satisfactorily Implemented*” thus the indicators for this area as viewed by the four groups of respondents suggest strength. Even though the overall mean merits a positive response from the four groups of respondents, it still incurred a gap of 1.00 that connotes that there is a need for modification or enhancement of policy especially in the areas that are least assessed. Thus, the College Officials/Administrators have to do something to enhance their Auxiliary Services specifically in the area of food and food services as well as Health Services programs.

Further observation on the table revealed that the weighted mean of the top management and faculty are 2.94 and 2.98 respectively, which resulted to a gap of 1.06 and 1.02 which implies that these two groups of respondents were not involved or not working in collaboration with the other departments or units of the college since most of the faculty are part-timers. This result is in consonance with the findings of Peltier (2014), when he stated that many faculty

members hesitate to participate with the different activities in school if they see no professional rewards for themselves and others felt pressured because of the competing demand of their time.

Table 7 seen on the appendix page 89 depicts the comparison between the existing and enhanced guidelines in administration and organization of student programs and services. It can be gleaned on the enhanced guidelines, as provided by the admin staff on this department, the detailed role of the Office of Student Affairs as well as food and health services.

On Guidance and Counseling Services

As regards to the Guidance and Counseling Services, the four groups of respondents rated the yielded weighted means of 3.30, 3.26, 3.24, 3.21, and 3.11, respectively, for indicator 1 – “The orientation program is aimed at the students’ adjustment to college life;” indicator 2 – “It is conducted regularly at the start of the school year;”, indicator 6 – “the guidance counselor maintains confidentiality of the students’ individual records;” indicator 35 – “the office implements College rules and regulations;” and indicator 40 – “The Office signs and issues excuse letter for readmission of students;” as shown in Table 8 that can be seen at the appendix page 91 to 93, are the top five (5) assessed indicators of this area. This means that the respondents are in favor with the indicators presented pertaining to this area, mainly because the said indicators points out that Guidance and Counseling effectively perform its role in helping students in coping/adopting to their new environment as college students which is done regularly, maintaining the confidentiality of students’ record, implementing rules and regulations of the

College, and lastly, addressing the needs of the students in terms of issuing excuse letters when unavoidable circumstances occur.

Furthermore, Madriaga (2007) stated that the Guidance Office provides a vast array of counseling and psychological services crafted to allow students become more creative and effective in transforming their learning experiences in campus into real life situations that can help them develop their social and personal skills.

Though there are provisions on the Guidance and Counseling Services that are favorable to the respondents, there are also provisions that they disagree with, these are: indicator 29 – “The school provides placement services to prospective graduates;” indicator 32 – “The OSASS regularly posts advertisements on job opportunities and placement;” indicator 31 – “The school maintains liaison with its alumni and involves them in school affairs;” indicator 33 – “Through the Guidance Office the school links with industries and prospective employers of graduates;” and indicator 1 – “There is parent conferencing so that parents are informed about the status of their children.” The said provisions garnered weighted means of 2.72, 2.71, 2.68, 2.88, and 2.63, respectively, to be interpreted as “satisfactorily implemented”. Despite the fact that the said indicators insinuate a positive interpretation, the gap of 1.28, 1.29, 1.32, 1.12 and 1.37, respectively suggest the need to review and enhance the existing policies and procedures on the area of Guidance and Counseling Services.

Careful analysis on Table 8 revealed that the top management rated some indicators in Guidance and Counseling area as “seriously neglected”. The ratings made by the top management indicate that they are not well informed and involve in the different programs and activities of the guidance and that they do not work hand in hand with the guidance counselor.

It can be seen on table 9 the comparison of the existing services offered by the guidance as written on the current student handbook and the enhanced guidance and counseling services.

Table 9. Comparison of Existing and Enhanced Guidance and Counseling Services

EXISTING GUIDANCE AND COUNSELING SERVICES	ENHANCED GUIDANCE AND COUNSELING SERVICES
Guidance and Counseling Services The Guidance and Counseling Office seeks to provide developmental structure and remedial programs to serve the needs of the students and the academic community. It offers the following services: • Individual and Group Counseling • Psychological Testing • Group Guidance • Job Placement	Guidance and Counseling Services The Guidance and Counseling Office seeks to provide developmental structure and remedial programs to serve the needs of the students and the academic community. It offers the following services: • Individual and Group Counseling – bona fide students, staff, faculty, and alumni may avail of this service as long as they scheduled it prior to the said individual or group counseling date. The said service includes not only career and academic concerns, also it includes personal, social, and emotional concerns. • Psychological Testing – this type of test will help the student, the faculty and other members of the college

	community to assess the learning styles, leadership skills, decision making skills, career planning, and social and academic adjustment of a student concern. • Job Placement – any student including alumni can asks recommendation from the guidance counselor for scholarship, continuing education (post graduate), and employment These services are made available to the students to help them in the total development of their personality and the optimum utilization of their potentials.
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On Co-Curricular and Extra-Curricular Program

Classroom instruction cannot suffice the holistic development of a student, the main reason why educational institutions should come up with various activities that can supplement the academic instruction. Co-curricular and extra-curricular activities help students to harness their abilities by promoting artistic, social, and cultural development. Thus, schools should have viable activities to persuade students to become proactive.

Data gathered on co-curricular and extra-curricular program reveals that overall weighted mean of 3.23 and rated as “Very Satisfactory Implemented” (VSI) signifies that the aforementioned indicators should be maintained. Moreover, table 10 shows that there are some indicators in this area that garnered a research gap of more than 1.0, which means that there are school activities that the top management and faculty disagree with as revealed by their ratings. The indicators in which the top management rated the least are: indicator 2 - “There are qualified and competent faculty advisers for the different organizations and clubs” and indicator 3 -

“Student councils and organizations are offered at the Office of Student Services to provide for the varied interests/talents of the students;” while the faculty rated indicator - Activities are designed to enhance students’ total development;” indicator 2 - “There are qualified and competent faculty advisers for the different organizations and clubs” and indicator 10 - “There is a provision for entry of outside students for activities sponsored by local students/organizations;” as their least assessed indicators, which means that there are co-curricular and extracurricular programs that does not coincide with the academic programs.

Table 10. Respondents’ Assessed Indicators of Co-Curricular and Extra-Curricular Program

INDICATORS	PARTICIPANTS								OVERALL (N=429)		GAP	RANK
	Top Management (N=5)		Faculty (N=70)		Admin Staff (N=12)		Students (N=342)					
Co-Curricular and Extra-Curricular Program	WM	DI	WM	DI	WM	DI	WM	DI	WM	DI		
1) Activities are designed to enhance students’ total development.	3.20	SI	2.98	SI	3.25	SI	3.48	VSI	3.23	SI	0.77	8
2) There are qualified and competent faculty advisers for the different organizations and clubs.	2.20	PI	2.96	SI	3.50	VSI	3.35	VSI	3.00	SI	1.00	11
3) Student councils and organizations are offered at the Office of Student Services to provide for the varied interests/talents of the students.	2.40	PI	3.03	SI	3.58	VSI	3.35	VSI	3.09	SI	0.91	10
4) A system incentives, recognition, and awards for outstanding achievements in co-curricular and extra-curricular activities is established.	3.40	VSI	3.07	SI	3.50	VSI	3.36	VSI	3.33	VSI	0.67	1.5
5) A regular evaluation of students’ co-curricular activities is conducted.	3.60	VSI	3.10	SI	3.42	VSI	3.20	SI	3.33	VSI	0.67	1.5
6) Leadership training is provided to student leaders.	3.40	VSI	3.04	SI	3.50	VSI	3.33	VSI	3.32	VSI	0.68	3
7) The OSASS provides consultation to student organizations.	3.40	VSI	3.00	SI	3.67	VSI	3.03	SI	3.28	VSI	0.72	4
8) A system of accreditation of student organization is place.	3.00	SI	3.03	SI	3.42	VSI	3.18	SI	3.16	SI	0.84	9

9) There are standard procedures in the processing of application for holding of student activities.	3.40	VSI	3.08	SI	3.33	VSI	3.27	VSI	3.27	VSI	0.73	5.5
10) There is a provision for entry of outside students for activities sponsored by local students/organizations.	3.40	VSI	2.94	SI	3.42	VSI	3.18	SI	3.24	SI	0.76	7
11) There is monitoring of student organizations' activities for accreditation and other purposes.	3.40	VSI	3.01	SI	3.42	VSI	3.24	SI	3.27	SI	0.73	5.5
Overall Mean	3.16	SI	3.02	SI	3.46	VSI	3.27	VSI	3.23	SI	0.77	

Legend:

NUMERICAL RANGE RATING/DESCRIPTIVE INTERPRETATION (DI)

3.26-4.00 (VSI- Very Satisfactorily Implemented), 2.51- 3.25 (SI-Satisfactorily Implemented), 1.76- 2.50 (PI-Poorly Implemented), and 1.00-1.75 (SN-Seriously Neglected)

Results on table 10 insinuate that there are provisions on the co-curricular and extra-curricular program that need to be ratified especially when it comes to the activities that can contribute to the holistic development of the students as well as enhancing or nurturing their skills and talents.

Below are some of the student's comments that affirm the result of the study pertaining to this area:

"I hope that the College will have specific guidelines and policies for a specific events or projects that may improve each student's abilities and interests."

Another says:

"I would like to suggest that the College must develop good and reliable organizations that will meet the student's needs."

Table 11 as can be seen on page 94 to 96 of the appendix shows that there was no policy written on the current student handbook about co-curricular and extra-curricular program even thou the college offer the said program to the students every year.

On Scholarship/Grants Program

It can be gleaned from the data onTable 12 at the appendix page 97 that the respondents revealed the top five assessed indicators under scholarships/grants programs are: indicator 2 – “The College provides privileges, such as free or reduced school fees;” indicator 1 – “There is a functional and continuing scholarship program implemented in the College;” indicator 16 – “The assistance program for students includes academic scholarships;” indicator 17 – “The assistance program includes scholarships for financially deprived but academically able students;” and indicator 4 – “There are policies and guidelines implemented in the selection and retention of grantees, such as dependent children of faculty and staff.”

Gaining an overall weighted mean of 3.14 for this area connotes that the College has provisions for helping students in need especially those that are academically abled but financially deprived but cannot be seen for it is not included in the current student handbook. In addition, the College also offers discounts for students with siblings in the College.

However, students recommend for the College to properly disseminate the information preferably in written form, about the scholarship and grant programs. Also, the College should take into consideration the way of disseminating information so that more students as well as

other stakeholders will be informed accordingly. Lastly, the College should extend the privileges to the students who represent the College on workshops, seminars, and other training opportunities.

Table 13 revealed that the current student handbook does not contain policy regarding scholarship/grants program. The researcher obtained the policy on this area via consultation with the staff and faculty involved.

Table 13. Comparison of Existing and Enhanced Scholarship/Grants Program

EXISTING SCHOLARSHIP/GRANTS PROGRAM	ENHANCED SCHOLARSHIP/GRANTS PROGRAM
The existing Student Handbook does not include provision regarding the scholarship grant.	Scholarship Grant Bona fide students of the College may avail scholarship thru Student Assistantship or SA. The selected student assistant will work (which is clerical in nature) on his/her designated department in his/her vacant periods for the scholarship. The selection for student assistant is governed by the following guidelines: - The student has a satisfactorily overall academic record and intellectual ability. - Should demonstrate competence and is committed to the service of the college community.

	c. Don't have failing mark or incomplete in any of his/her subject. d. Student Assistantship is granted for one semester and can be renewed after each semester.
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On the Student Development Programs

Lastly, on the area of student development programs, the top five ranked indicators as perceived by the stakeholders are indicator 21 – “There is a provision for validation of student IDs;” indicator 12 – “Student publication is managed by competent advisers and editorial board”; indicator 1 – “The College has an Office of Student Affairs and Student Services;” indicator 13 – “The school paper is regularly published with at least one issue per paper;” and indicator 2 – “The OSASS has an organizational structure, which shows its relationship with the other units;” as can be seen on table 14 page 99 of the appendix. Garnering weighted means of 3.43, 3.40, 3.33, 3.24, and 3.21, respectively, indicates strength which means that the aforementioned provisions are rated Very Satisfactory or “observed to a great extent.”

As per CHED Memorandum Order No. 9, S. 2013, student development program is aimed to enhance and deepen students' leadership skills and social responsibility via student organizations and activities, student councils, and student publications/media. With the results on the data gathered on this area reveals that the College designed the said program to enable students to become competent, responsible, and assets to the community they belong. Also, it helps the students to acquire an in-depth knowledge about the relationship of their personal qualities, their education, and work life by encouraging them to participate in different

organizations that they like and suited to them. However indicator 9 which states that, “The center for sports and development is provided with the necessary facilities, equipment, supplies, and materials”, rated 2.94 which mean Satisfactory Implemented (SI). This means that the college lacks the facilities and necessary materials that caters the physical development of the student in terms of sports.

Table 14, page 99 on the appendix, shows that the College has provisions under student development program designed activities that enable the students to enhance and deepen their personal and social skills; there are also provisions on this area that are outdated or are not suited to the needs of the students. Results on table 14 suggest that the College should evaluate the program and the policies underlying it to know what provisions to maintain and what provisions need improvements. It also displays the perceived five least assessed indicators under student development program which are: indicator 10 – “There is a regular monitoring and evaluation of sports activities;” indicator 11 - “There are policies and guidelines governing student publications;” indicator 6 – “There is a continuing and systematic evaluation on the effectiveness of the student services program;” indicator 14 – “There is a publications office provided with the necessary facilities, equipment, supplies, and materials;” indicator 4 – “The OSASS adopts an open-door policy;” and indicator 9 – “There Center for Sports and Development is provided with the necessary facilities, equipment, supplies, and materials.”

On table 15 on page 101 at the appendix, it can be seen that the enhanced student handbook contain the detailed policy with regards to the different facilities of the college that aid the total development of their students.

Table 16 presents the summary of the respondents' assessment on the existing student policies and procedures of the College on the seven (7) areas of concerns.

It can be gleaned from the table that the overall assessment of the four (4) groups of respondents on the existing student programs and services of the College is "satisfactorily implemented" with an overall weighted mean of 3.12 which means that the existing student policies and procedures are still suited to the students' needs.

Table 16. Summary of Respondents' Assessment on the Existing Student Programs and Services using the Seven (7) Areas of Concern

INDICATORS	PARTICIPANTS								OVERALL (N=429)		RANK
	Top Management (N=5)		Faculty (N=70)		Admin Staff (N=12)		Students (N=342)				
	WM	DI	WM	DI	WM	DI	WM	DI	WM	DI	
Vision, Mission, Goals and Objectives	3.00	SI	3.08	SI	3.58	VSI	3.43	VSI	3.27	VSI	1
Admission and Retention	2.84	SI	3.03	SI	3.39	VSI	3.27	VSI	3.13	SI	5
Administration and Organization	2.94	SI	2.98	SI	3.04	SI	3.03	SI	3.00	SI	6
Guidance and Counseling Services	2.32	PI	2.99	SI	3.22	SI	3.04	SI	2.91	SI	7

Co-Curricular and Extra-Curricular Program	3.16	SI	3.02	SI	3.46	VSI	3.27	VSI	3.23	SI	2
Scholarships/Grants Programs	3.06	SI	3.01	SI	3.24	SI	3.22	SI	3.14	SI	4
Student Development Programs	3.04	SI	3.00	SI	3.40	VSI	3.22	SI	3.17	SI	3
Overall Mean	2.91	SI	3.02	SI	3.33	VSI	3.21	SI	3.12	SI	

Legend:

NUMERICAL RANGE RATING/DESCRIPTIVE INTERPRETATION (DI)

3.26-4.00 (VSI- Very Satisfactorily Implemented), 2.51- 3.25 (SI-Satisfactorily Implemented), 1.76-2.50 (PI-Poorly Implemented), and 1.00-1.75 (SN-Seriously Neglected)

However, there are also comments from the students that there are provisions on the existing student policies and procedures that are not properly implemented or even ignored in some instances. Others said that they are not even aware of the policies and procedures in the handbook because they don't have it. Below are some of the comments given by the students:

“Not all school policies and procedures are strictly implemented. The school should provide each student a handbook in order for the students to know and to be aware of their right.”

“It is good to know that there are certain rules to be followed written in a student handbook but it is better if each student will have an access to the said handbook.”

“The school's existing policies and procedures are not all well implemented, some are good and well maintained. Better to check and study again for better implementation.”

Further observation on the data reveals that Guidance and Counseling is the only area that obtained weighted mean of 2.91 with a gap of 1.09. The data seem to point out that the area of Guidance and Counseling failed to effectively communicate its role to the top management and faculty where it gained low rating. Moreover, the low rating obtained by the area of Guidance

and Counseling is due to the following reasons: a) ratio of counselors; b) viable activities; and c) lack of communication with the world of work.

The findings on the previous page conforms with the result of the study conducted by Madriaga (2007), where she concluded that there is a need for an enhancement on the policy of the student services to guide all the efforts, plans, and activities for actively responding to the continuous changing needs of the stakeholders especially the students. Furthermore, ACPA College Student Educators International (2008), has the same conclusion as Madriaga when stated that colleges and universities mostly depend on the students' experiences to guide behaviors. However when unexpected things happen such as budget restrictions due to low enrollees, which resulted to vital changes, common, well-known practices may no longer work. Change is essential though it brings uncertainty it also bring opportunity.

Accordingly, the results of this study are also parallel with the study of Dr. Vendivel (2011) where he recommended that there should be a periodic revision or enhancement of the University Hand Book on Student Affairs and Services, as well as other handbooks or manuals in the University.

Problem No. 2: Based on the identified gaps, what student services and programs can be enhanced in the student handbook?

Results of the study suggest that the existing student services and programs contain provisions that are already outdated, thus, the existing student handbook is also outdated,

therefore the said handbook does not serve its purpose which is to guide the stakeholders especially the students to know what is expected and avoid misunderstanding about what is allowable and what will work well.

Developing Proposed Enhanced Student Handbook

The first stage of the development of the proposed enhanced student handbook was to carefully analyze and interpret the assessment result of the four groups of respondents on the seven (7) areas of the existing student programs and services of the college in this study to find out which provisions are already outdated and which could be retained. Provisions on the areas of Administration and Organization and Guidance and Counseling Services are for enhancement since they obtained a gap of 1.0 and 1.09 respectively.

The next stage was to determine which provisions on the seven (7) areas of the student programs and services are lacking and are needed to include to the proposed enhanced student handbook. The researcher review the current student handbook of the college in this study compared to the CHED standard for Student Support Program, PAASCU criteria on Student Services and the coverage and content of the student handbook of selected state and private colleges and universities in Metro Manila as bases. Although, most if not all provisions on the existing student programs and services of the college should be retained since they received satisfactory to very satisfactory ratings from the four groups of respondents, still update or enhancement of the said provisions is needed to conform to the CHED standard and PAASCU criteria.

In the development of the proposed enhanced student handbook the researcher used the results obtained in the Survey Instrument I of Dr. Vendivel (2011) as basis. Other information was obtained from the top management of the college and different offices such as Accounting Office, Guidance Office, Registrar's Office, and Office of the Student's Affairs and Services. Interviews and conferences with the students and student's organizations were conducted to generate the information needed.

The proposed enhanced student handbook contains the following:

1. The updated Vision and Mission of the College.
2. Specific and outlined policies and procedures on Student Programs and Services that will guide the students while staying at College.
3. Provisions that are not included on the old student handbook like releasing of credentials, crediting of units from other schools (for transferees), the role of OSA, the existing organization of the College such as Student Council and Student Publication, The provision on the formation and approval of student organization including the application of its members, provisions regarding co-curricular and extra-curricular activities, selection and granting scholarship for eligible students, student development activities and the use of school facilities.
4. Annexes include more items which have not been incorporated in the old student handbook.
5. The sample copy of proposed student handbook can be found on page 113 of the appendix of this research.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

This chapter aims to summarize the study by presenting the findings, conclusions based on the findings, and the recommendations based on the findings and conclusion of the study.

Summary

The main objective of this study was to assess the existing student programs and services of a college Caloocan City as bases in enhancing its student handbook. Specifically, this study aimed to seek answers to the following questions: 1.) Assess the existing student programs and services as perceived by the deans, faculty, staff, and graduating students along the following areas: a. Vision, Mission, Goals, and Objectives; b. Admission and Retention; c. Administration and Organization; d. Guidance and Counseling Services; e. Co-Curricular and Extra Curricular Programs; f. Scholarship Program; and g. Student Development Program; and 2.) Based on the identified gaps, what provisions on the student programs and services can be enhanced in the student handbook?

This study make used of Calderon and Gonzales (2006) definition of descriptive research in which they define as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause-effect relationship and then making adequate and accurate interpretation about such data with or without the aid of statistical methods. To obtain the desired data needed to assess the existing student programs and services of the college as bases for enhancing its student handbook the Survey Instrument I developed by Dr. Vendivel (2011) was employed.

The respondents of this study were the four groups which is composed of five (5) deans, seventy (70) faculty, twelve (12) administrative staff, and three hundred forty two (342) fourth year students.

Findings

In the light of the tabulated data presented from the tables supported by interpretation and implication, the following surfaced:

1. All provisions assessing the seven (7) areas of concern on the existing student programs and services of the College obtained *Satisfactorily Implemented* to *Very Satisfactorily Implemented* descriptive ratings.
2. Although six out of the seven areas of concern on the existing student programs and services of the College obtained *Satisfactorily Implemented* as descriptive ratings and the remaining which is the provision on the Vision, Mission, Goals and Objective obtained a *Very Satisfactorily Implemented*, it lacks the provisions such as: releasing of credentials, crediting of units from

other schools (for transferees), the role of OSA, the existing organization of the College such as Student Council and Student Publication, the provision on the formation and approval of student organization including the application of its members, the provisions regarding co-curricular and extra-curricular activities, selection and granting scholarship for eligible students, student development activities and the use of school facilities.

3. Furthermore, out of the seven(7) areas of concern provisions on Administration and Organization and Guidance and Counseling Services obtained gaps of 1.0 and 1.09 respectively.
4. Meanwhile, the student programs and services that can be enhanced in the existing student handbook are: Admission and Retention Policy, Administration and Organization, Guidance and Counseling Services, and Student Development Programs.

Conclusion

Based on the data established from the findings, the following conclusions are hereby drawn:

1. The College through the existing student programs and services has achieved its goal in providing services for student development as indicated by the high assessment on the majority of the indicators on the seven(7) areas of concern given by the four groups of respondents.
2. The low assessment rating on some of the indicators on the seven (7) areas of concern from the different groups of respondents confirm that the College should make an intensive review to enhance or update various provisions on the existing student programs and services on the student handbook and to include the following:
 - Clear policies on releasing of credentials, crediting of units from other schools (for transferees)
 - Stipulate the role of OSA

- Policy on the existing organization of the College such as Student Council and Student Publication
 - Clear guidelines on the formation and approval of student organization including the application of its members
 - Provisions regarding co-curricular and extra-curricular activities
 - Policy and procedure on the selection and granting scholarship for eligible students
 - Guidelines on conducting student development activities
 - Policy and procedure on the use of school facilities.
3. Obtaining a gap of 1.0 and 1.09 respectively on the area of Administration and Organization and Guidance and Counseling is a validation that the College needs to review and enhance provisions on these areas so as to improve and provide quality and effective services.
4. The assessment results and feedbacks from the four groups of respondents played a vital role in enhancing or updating the College's student handbook using CHED standard on Enhanced Policies and Guidelines on Student Affairs and Services, PAASCU criteria on student services and selected student handbooks of state and private colleges and universities as bases.

Recommendations

Based on findings of the study as basis, the following recommendations are made:

1. The College, after considering the response and feedbacks of the four groups of respondents, make an intensive review on student programs and services on a yearly basis to provide the students with wide array of opportunities for self-discoveries and development of their potentials and to guarantee the effectiveness of the effects on the development of the students.
2. Massive dissemination of information warrant clear and active response and acceptance of the students' programs and services by the stakeholders specifically the students.
3. Repetition of studies on student programs and services in a yearly basis and using other method of assessing student programs and services should be considered to further explain the findings

of this study. Also, the said act will eventually lead to the development of a wide-range system of evaluation that would help this College and other Colleges to continuously assess their Vision, Mission, Goals and Objectives.

4. Further research concerning student programs and services that will add to the existing findings by giving deep perception and from different point of view that would examine potential explanations for the data lacking in this study. Thus, the findings will clarify the errors occur in this study.

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APPENDICES

Appendix A

Table 3: Comparison of the Old and New Vision, Mission, Goals and Objectives of the College

Old Vision, Mission, Goals, and Objectives	New Vision, Mission, Goals, and Objectives
VISION Ten years from now, in the year 2017, the school's 27 th Anniversary, the College envision itself:	VISION “Divinium Et Sapiente” (Divinity and Wisdom) adheres to the philosophy of the College to provide wisdom through quality

• As the leading school in the field of Nursing, Information Technology, Education, Business Administration and Hotel and Restaurant management and all its academic and Life skills Technology offerings; • As a school steeped in research and community service; • As a school that is managed efficiently with computerized operations capable of having fast access to accurate information and the flexibility to respond to an ever changing environment to ensure economic viability; and • As a school with - Level 1 accredited status for 75% of its programs - Total quality management for all aspects of operations including certifications of all its academic offerings - The best work environment for its teaching and non-teaching employees, and - Strategic alliances with other school and industry. MISSION The College is committed: • To bring the blessings of higher Christians values and education within reach of Filipinos • To maintain the highest standard of instruction and to constantly re-define the meaning of academic life • To transform students into graduates with full competence in their fields of study and who also practice Filipino values, every	Christian education, moral integration as well as love and respect for God for the holistic development of a globally competitive individual. MISSION The college is committed to produce globally competitive individual imbued with knowledge, skills, attitudes, and values that are capable of functioning effectively as a professional in any local or international setting. OBJECTIVES In accordance to the Vision and Mission, the college is committed to: • Produce dynamic and useful graduates for our country. • Develop and cultivate student's potentials to their maximum capabilities. • Widen student's appreciation in communication, science, problem solving, arts and religion. • Foster faith and love for God.
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department values and global citizen values. QUALITY POLICY The College is committed to EXCELLENCE and TOTAL QUALITY in education. In pursuit of such commitment, the college shall: • Educate and mold students who are critical thinkers and lifelong learners and assets to the country and to the world. • Provide students with quality instruction and administrative services that would exceed their expectations by always keeping in mind that students come first.	
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Table 5. Comparison of Existing and Enhanced Admission and Retention Policy

EXISTING ADMISSION REQUIREMENTS	ENHANCED ADMISSION REQUIREMENTS
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As a general policy, a student applicant who meets the requirements and passes the entrance examination and/or interview may enroll. The requirements are as follows: A. High School Graduate • Form 138 (Report card) • Four (4) copies 2x2 recent picture • Letter envelop with stamp B. Transferees • Original copy of transfer credentials • Transcript of Records or Certification of Grades from the school last attended • Four (4) copies of 2x2 recent picture • Letter envelop with stamp B. Cross-registrants • Cross enrolment permit from the school origin • Four (4) copies of 2x2 recent picture • Letter envelop with stamp 2. Enrollment Procedure/Regulations 2.1 A student who has complied with all the requirements is qualified to enroll. He must use the name that appears on his birth certificate and admission credentials. In the case of married female students, an authenticated copy of married certificate must be submitted to the Registrar's Office. If there is a discrepancy in the name of the student as it appears in the birth certificate and that which is stated in the admission credential, the student concerned shall be required to submit a copy of birth certificates together with his/her own sworn statement and that of his parents and two other disinterested persons attesting to the fact the	For Freshmen a. High school report card (Form 138) b. Certificate of good moral character c. NSO copy of Birth Certificate (photocopy) d. 4 copies 2x2 ID picture e. Completed application form f. 1 Long brown envelop For Transferees and Returnees a. Original copy of TOR b. Honorable dismissal c. 4 copies of 2x2 ID picture d. 1 Long brown envelop For Cross-enrollees a. Cross enrolment permit from the college origin b. 4 copies of 2x2 ID picture c. 1 Long brown envelop Pertinent documents must be submitted to the admission office and/or the registrar's office before enrollment. Enrollment Procedure For Freshmen: a. Proceed to the department head/ college dean for the pre- enrollment form and schedule of classes. Let the dean sign the enrollment form for the confirmation. b. Proceed to the registrar's office for the encoding of subjects and issuance of the registration form. c. Proceed to the accounting office for assessment of fees and payment. For Transferees and Returnees a. Proceed to the department head/
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person referred to in the certificate of live birth and in the admission credential are one and the same person. Thereafter, unless a correction is effected therein, the school and the student shall abide by the use of latter's name appearing in the certificate of the live birth. 2.2 In the case of upperclassmen 2.2.1. Proper sequencing of subjects, i.e. taking prerequisite subjects before taking the next higher subject, should be strictly observed; otherwise, the registration shall invalidate and no credit shall be applied despite the grades obtained. 2.2.2. A grade of 5.0 (failed) in any prerequisite subject disqualifies a student from enrolling in the next higher subject. 2.2.3. All incoming freshmen are required to take one year or two semesters of National Service Training Program (NSTP). A student may choose between the following NSTP components. Military Training Service (MTS or ROTC) and Civic Welfare Training Service (CWTS). 2.2.4. A student must finish his P.E. and NSTP courses during the prescribed period. Any student who has back subjects in PE and NSTP shall not be allowed to carry a load of more than 18 units including P.E. and NSTP, unless there are valid reasons which are approved by the College Dean. 2.2.5. Students who has been dropped from the rolls or expelled due to academic delinquency and/or	college for advising and pre-enrollment. b. Bring the pre-enrollment form duly signed by the dean to the registrar's office for the encoding of subjects and issuance of registration form. c. Proceed to the accounting office for the assessment of fees and payment. Enrollment Policies For Regular Students: a. Proper sequencing of subjects, i.e. taking prerequisite subjects before taking the next higher subject, should be strictly observed; otherwise, the registration shall invalidate and no credit shall be applied despite the grades obtained. b. A grade of 5.0 (failed) in any prerequisite subject disqualifies a student from enrolling in the next higher subject. c. All incoming freshmen are required to take one year or two semesters of National Service Training Program (NSTP). d. A student must finish his P.E. and NSTP courses during the prescribed period. Any student who has back subjects in PE and NSTP shall not be allowed to carry a load of more than 18 units including P.E. and NSTP, unless there are valid reasons which are approved by the College Dean. e. Students who has been dropped from the rolls or expelled due to academic delinquency and/or infractions of school rules and regulations shall not be readmitted. For Transferees: a. Students who request to transfer must submit required credentials to the
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infractions of school rules and regulations shall not be readmitted. 2.2.6. The guidelines on academic probation shall apply to students who failed in 50% or more of the total units enrolled during the semester. 2.3 For Transferees: 2.3.1 Students who request to transfer must submit required credentials to the registrar's office. 2.3.2 Students who want to have their subjects to be credited, have to write a letter of request to the Registrar. The request must include the certified copy of subject descriptions and grades from the former school. 3. Withdrawal/ Dropping of Subjects/ Discontinuance of studies As a general rule, any student who wishes to discontinue his studies during the semester must: a. Notify in writing the Registrar, through the Department Chair/Dean,, and copy furnish the Student Accounting Office Head b. Fill-up the Withdrawal Dropping Form The letter must be noted by the parent or guardian if the student is a minor or, even if already of majority age (18) if the student is still wholly dependent upon the parents for the support. Failure to submit the letter and the withdrawal/dropping form is tantamount to forfeiture of the student's	registrar's office. b. Students who want to have their subjects to be credited, have to write a letter of request to the Registrar. The request must include the certified copy of subject descriptions and grades from the former school. Crediting of Units Earned from Other Schools A transferee student that wishes to credit units earned in other college or university must submit necessary documents to the Dean of the college/department through the registrar's for evaluation. Moreover, if a transferee student aspires for Latin Honors, he must take 75% of the subjects required for his program in the college. Adding, Changing, or Dropping of Subjects Request for addition or change of subjects must be made within the first two (2) weeks of classes in a regular semester or within the first four (4) days of classes in summer and presented to the office of the Registrar through the College dean for appropriate action. No addition or change of subjects shall be allowed after the second week of classes for the regular semester or after four days of classes during summer. Students who wish to add or change their subjects must do the following: a. Secure and fill up the adding or changing form for the Registrar's office. b. Proceed to the professor for notification, then to the college dean to approve and duly sign the
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right to any refund of fees. 3.1. A student who files his withdrawal within two(2) weeks after the beginning of classes during the regular semester or within four (4) days of classes during summer and who has duly paid the pertinent fees may apply for a refund. With his Request for Refund Form received by the Student Accounting Office within the same week, the student shall be charged as follows: 3.1.1. Twenty percent (20%) of the total amount due for the term if he withdraws within the second week of classes in a regular semester or on the fourth day in summer whether he attended classes or not. 3.1.2. The full fees required if he withdraws any time after the second week of classes in a regular semester or after the fourth day in a summer class.	form. c. Pay the corresponding fee at the Accounting Office. d. Submit the form to the Registrar's office for the adding or changing of subject to take effect. The student must keep a copy of the form.
Retention Policy 1. A full-time student shall not carry load less than nine (9) units. Only graduating students with certification of employment maybe allowed to carry less that nine (9) units. 2. A student who fails to pass more than 50% of his registered units including PE and NSTP will be placed on academic probation. 3. Academic Probation is covered by the following guidelines: 3.1. For students enrolled in programs is	Dropping from the Course or Withdrawal of Enrollment As a general rule, any student who wishes to discontinue his studies during the semester must: a. Notify in writing the Registrar, through the College Dean, and copy furnish the Student Accounting Head, b. Fill-up the Dropping/Withdrawal Form in three copies It is very important that the letter must be noted by the parent or guardian if the student is a minor or, even if already of majority age (18) if the student is still wholly dependent upon the parents for the support. Failure to submit the letter and the withdrawal or dropping form is tantamount to forfeiture of the student's right to any refund of fees. c. Submit a copy of the form to the Registrar and Accounting Office. The student keeps a copy of his own. d. Students who file his withdrawal within two(2) weeks after the beginning of classes during the regular semester or within four (4) days of classes during summer and who has duly paid the pertinent fees may apply for a refund. With his Request for Refund Form

covered by the following guidelines: 3.1.1. A student shall be placed on academic probation if he fails to pass more than 50% of registered units on preceding semester. 3.1.2. A student on academic probation shall re-enroll on a reduced load according to the following guidelines: 1st probation – 15 units only 2nd probation – 12 units only 3rd probation – 12 units 3.2. For students enrolled in programs requiring board examinations: 3.2.1. Students shall be placed on academic Probation in he fails to pass more than 50% of the registered units in the preceding semester. 3.2.2. A student on academic probation shall re-enroll on a reduced load according to the following guidelines: 1st probation – 15 units only 2nd probation – 12 units only 3rd probation – 9 units or will be advised to shift to other course/program 3.2.3. Third or fourth year student who fails in one or more subjects but not more than 50% of the total units enrolled is allowed to enroll only the number of units equal to or less than the number of units he passed. If he fails again in at least six (6) units, he shall be placed on 3rd probation. 3.3. Students under third probation status who fails in six (6) or more units of his subjects shall no longer be readmitted	received by the Student Accounting Office within the same week, the student shall be charged as follows: d.1. Twenty percent (20%) of the total amount due for the term if he withdraws within the second week of classes in a regular semester or on the fourth day in summer whether he attended classes or not. d.2. The full fees required if he withdraws any time after the second week of classes in a regular semester or after the fourth day in a summer class. e. Students may only follow up for refund if there's any, only one month after the classes for the semester started. Retention Policy 1. Full-time student shall not carry load less than nine (9) units. Only graduating students with certification of employment maybe allowed to carry less that nine (9) units. 2. A student who fails to pass more than 50% of his registered units including PE and NSTP will be placed on academic probation. 3. Academic Probation is covered by the following guidelines: 4. A student shall be placed on academic probation if he fails to pass more than 50% of registered units on preceding semester. 4. Student on academic probation shall re-enroll on a reduced load according to the following: 1st probation – 15 units only 2nd probation – 12 units only
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in the next semester. 3.4. The process of identification of students to be placed on academic probation is as follows: 3.4.1. The student presents his accomplished pre-registration form, grade slip and previous registration card to the adviser. 3.4.2. The adviser then checks the number of units the student passed, failed, or dropped. 3.4.3. The student shall be referred to the Guidance Counselor if: 3.4.3.1. he fails to pass more than 50% of his registered units; or 3.4.3.2. he is a 3rd or 4th year student who failed in one or more subjects. 3.4.4. The Guidance Counselor (GC) determines the probation status of the student indicates it on the pre-registration form and refers to the VP of Academic Affairs Office for the approval of his readmission into the program. 3.4.5. After the allowed number of units the student may enroll in has been determined, the student follows the remainder of the enrollment procedure for old students. 3.4.6. A student in Academic Probation shall attend a weekly counseling session	3rd probation – 9 units or will be advised to shift to other course/program 5. Third or fourth year student who fails in one or more subjects but not more than 50% of the total units enrolled is allowed to enroll only the number of units equal to or less than the number of units he passed. If he fails again in at least six (6) units, he shall be placed on 3rd probation. 6. Students under third probation status who fails in six (6) or more units of his subjects shall no longer be readmitted in the next semester. 7. The process of identification of students to be placed on academic probation is as follows: a. The student presents his accomplished pre-registration form, grade slip and previous registration card to the adviser. b. The adviser then checks the number of units the student passed, failed, or dropped. c. The student shall be referred to the Guidance Counselor if: c.1. he fails to pass more than 50% of his registered units; or c.2. he is a 3rd or 4th year student who failed in one or more subjects. d. The Guidance Counselor determines the probation status of the student indicates it on the pre-registration form and refers to the VP of Academic Affairs Office for the approval of his readmission into the program. e. After the allowed number of
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during the semester. He shall keep a report card for notation by the Guidance Counselor after each counseling session.	units the student may enroll in has been determined, the student follows the remainder of the enrollment procedure for old students. f. A student in Academic Probation shall attend a weekly counseling session during the semester. He shall keep a report card for notation by the Guidance Counselor after each counseling session.
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Table 6. Respondents' Assessed Indicators of Administration and Organization

INDICATORS	PARTICIPANTS								OVERALL (N=429)		GAP	RANK
	Top Management (N=5)		Faculty (N=70)		Admin Staff (N=12)		Students (N=342)					
Administration and Organization	WM	DI	WM	DI	WM	DI	WM	DI	WM	DI		
1) The College supports and approves the Student Services Program.	3.60	VSI	3.04	SI	3.42	VSI	3.45	VSI	3.38	VSI	0.62	1
2) The College provides budget allocation for the implementation of the Student Services Program.	3.00	SI	3.03	SI	2.92	SI	3.20	SI	3.04	SI	0.96	9.5
3) The administration, students, faculty, staff and parents are supportive of the student services and activities of the OSASS.	3.40	VSI	2.97	SI	3.00	SI	3.09	SI	3.12	SI	0.88	7
4) There is a close collaboration												

	between the OSASS and the administration in matters pertinent to student activities of OSASS.	2.80	SI	2.80	SI	2.92	SI	3.00	SI	2.88	SI	1.12	
5)	The administration, through the Office of the VP for Administration, Finance and Development, has a mechanism for monitoring and disbursement of the student funds.	3.60	VSI	2.97	SI	3.00	SI	3.08	SI	3.16	SI	0.84	5.5
6)	There is a linkage between the OSASS and the Accounting Office for liquidation and auditing of funds of student organizations.	3.60	VSI	2.97	SI	3.17	SI	2.98	SI	3.18	SI	0.82	4
7)	The College has a provision for granting of cash assistance to students attending conferences and trainings abroad.	2.40	PI	2.88	SI	2.92	SI	3.03	SI	2.81	SI	1.19	21
8)	The College supports students through provision of programs to honor student and alumni achievers.	2.80	SI	3.04	SI	2.92	SI	3.30	VSI	3.02	SI	0.98	11.5
9)	The College allocates cash incentives for students and alumni who are LET Topnotchers and/or Metrobank awardees.	2.40	PI	2.91	SI	3.00	SI	3.04	SI	2.84	SI	1.16	18
10)	The communication lines between the OSASS and the school administration are kept open.	2.80	SI	2.96	SI	3.33	VSI	3.14	SI	3.06	SI	0.94	8
11)	The Office of the Administrative Services coordinates with the OSASS with regard to student concerns.	3.40	VSI	2.91	SI	3.42	VSI	3.16	SI	3.22	SI	0.78	3
12)	The Campus Security Office coordinates with the OSASS on cases of student violations.	3.40	VSI	3.08	SI	3.33	VSI	3.27	VSI	3.27	VSI	0.73	2
13)	Health Services and Programs for the students are provided by professionally trained personnel.	3.20	SI	3.10	SI	3.17	SI	3.19	SI	3.16	SI	0.84	5.5
14)	The medical/dental units are provided with supplies and equipment.	3.20	SI	3.04	SI	2.92	SI	3.01	SI	3.04	SI	0.96	9.5
15)	Health Services and programs for the students provide up-to-date information to parents or guardians whenever a student has serious health problems.	2.40	PI	3.00	SI	2.83	SI	3.04	SI	2.82	SI	1.18	20
16)	There is a continuing medical/dental program designed for diagnostic purposes.	3.00	SI	2.98	SI	2.67	SI	2.86	SI	2.88	SI	1.12	14.5
17)	There is a continuing medical/dental program designed for First Aid.	3.00	SI	3.04	SI	3.00	SI	3.03	SI	3.02	SI	0.98	11.5
18)	There is a continuing medical/dental program designed for Prevention and Prophylaxis.	3.00	SI	2.96	SI	2.75	SI	2.80	SI	2.88	SI	1.12	14.5

19) A clean and comfortable place for serving meals is provided.	2.80	SI	2.90	SI	3.17	SI	2.88	SI	2.94	SI	1.06	13
20) Nutritious and well-balanced meals are served.	2.40	PI	2.97	SI	3.08	SI	2.87	SI	2.83	SI	1.17	19
21) Food items are reasonably priced.	2.60	SI	3.01	SI	2.92	SI	2.67	SI	2.80	SI	1.20	22
22) There is a sanitary and well-supervised kitchen.	2.60	SI	3.00	SI	3.00	SI	2.80	SI	2.85	SI	1.15	17
23) A sufficient department and health-certified competent staff manage the canteen operation.	2.20	PI	2.93	SI	3.17	SI	2.86	SI	2.79	SI	1.21	23
Overall Mean	2.94	SI	2.98	SI	3.04	SI	3.03	SI	3.00	SI	1.00	

Legend:

NUMERICAL RANGE RATING/DESCRIPTIVE INTERPRETATION (DI)

3.26-4.00 (VSI- Very Satisfactorily Implemented), 2.51- 3.25 (SI-Satisfactorily Implemented), 1.76- 2.50 (PI-Poorly Implemented), and 1.00-1.75 (SN-Seriously Neglected)

Table 7. Comparison of Existing and Enhanced Administration and Organization of Student Programs and Services

EXISTING ADMINISTRATION AND ORGANIZATION OF STUDENT PROGRAMS AND SERVICES	ENHANCED ADMINISTRATION AND ORGANIZATION OF STUDENT PROGRAMS AND SERVICES
The existing Student Handbook does not	Role of the Office of the Student Affairs

stipulate the role of Office of the Student Affairs. It only laid out the services the College offers to the students such as the following: Health Services School Dentists, Nurses staff and school Clinic. They provide emergency services and medication for common ailments. Bona fide students are free from medical consultation. The clinic also offers dental services such as oral examination, oral prophylaxis, temporary filling and other common oral treatment and emergencies. Canteen The canteen offers regular meals, student meals, snacks and school supplies at an affordable price.	The Office of the Student Affairs (OSA) ensures the implementation, supervision and monitoring of the different programs and activities for the students. Other services by the OSA are as follow: - Supervision, monitoring, and evaluation of activities and programs of student organizations. - Supervise student activities in and outside the campus. - Offers various co-curricular and extra-curricular activities that will contribute to the development of students in accordance of the College mission and vision. - Create guidelines for the recognized student organization and assist them in their various activities that are in line with the College vision. e. Monitor different facilities such as: - Organization Room - Publication Office - Audio-Visual Room - Court - Gym - Office of the Student Affairs Health Services School Dentist, Nurses staff, and school clinic. They provide emergency services and medication for common ailments. Bonafide students are free from medical consultation. The clinic also offers dental services such as oral examination which is done every semester, oral prophylaxis, temporary filling, and other common oral treatment and emergencies. As a bona fide student of the school, you should take note of the following procedure:
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	a. If an accident happens, inform your professor or school nurse immediately. Then fill out an injury report. b. If you believe that the accident puts your life in danger or a life threatening situation, you should proceed to the nearest hospital. Then inform the school nurse or the school about it. Canteen The College canteen offers various food services such as regular meals, student meals, and snacks. The canteen personnel make sure that they prepare a nutritious and a well-balanced meal at an affordable price.
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Table 8. Respondents' Assessed Indicators of Guidance and Counseling Services

INDICATORS	PARTICIPANTS								OVERALL (N=429)		GAP	RANK
	Top Management (N=5)		Faculty (N=70)		Admin Staff (N=12)		Students (N=342)					
Guidance and Counseling Services	WM	DI	WM	DI	WM	DI	WM	DI	WM	DI		
1) The orientation program is aimed at the students' adjustment to college life.	3.40	VSI	3.16	SI	3.33	VSI	3.33	VSI	3.30	VSI	0.70	1
2) It is conducted regularly at the start of the school year.	3.20	SI	3.07	SI	3.50	SI	3.26	VSI	3.26	VSI	0.74	2
3) Special orientation activities are arranged for transferees and returning students.	3.00	SI	3.07	SI	3.17	SI	3.07	SI	3.08	SI	0.92	6.5
4) Maintains personal inventory of students.	2.80	SI	3.18	SI	3.25	SI	3.06	SI	3.07	SI	0.93	8.5
5) Every student has a profile updated regularly and filed at the guidance office.	3.00	SI	3.10	SI	3.08	SI	3.12	SI	3.08	SI	0.92	6.5
6) The guidance counselor maintains confidentially of the students' individual records.	3.20	SI	3.14	SI	3.33	VSI	3.30	VSI	3.24	SI	0.76	3
7) There is a systematic and continuing testing program.	2.20	PI	2.93	SI	3.25	SI	2.94	SI	2.83	SI	1.17	27
8) A variety of tests and evaluative tools are used in guidance/counseling services.	2.40	PI	3.00	SI	3.08	SI	2.98	SI	2.86	SI	1.14	22.5
9) Results are readily available to the students to guide them in making decisions regarding their academic life.	2.20	PI	3.10	SI	2.83	SI	3.08	SI	2.80	SI	1.20	31.5
10) Results are utilized in designing activities to meet students' need.	2.20	PI	3.00	SI	2.92	SI	3.07	SI	2.80	SI	1.20	31.5
11) Relevant educational, occupational and social information are available.	2.20	PI	2.93	SI	3.17	SI	3.13	SI	2.86	SI	1.14	22.5
12) Information is up-to-date, organized and disseminated to the students.	2.20	PI	3.04	SI	3.17	SI	3.08	SI	2.87	SI	1.13	21
13) Counselor-student ratio meets CHED requirements.	2.20	PI	3.06	SI	3.17	SI	3.08	SI	2.88	SI	1.12	17.5
14) The Counseling Office has adequate facilities for particular student/s.	2.20	PI	2.97	SI	2.92	SI	2.99	SI	2.77	SI	1.23	36
15) The Counseling service is coordinated with faculty concerned.	2.20	PI	2.98	SI	3.08	SI	3.12	SI	2.84	SI	1.16	25.5
16) The guidance office is staffed with qualified personnel.	2.20	PI	3.17	SI	3.08	SI	3.20	SI	2.91	SI	1.09	15.5
17) The guidance office coordinates with the administration for major plans and programs.	2.20	PI	3.07	SI	3.17	SI	3.20	SI	2.91	SI	1.09	15.5
18) The guidance staff plans and carries out developmental programs and activities.	2.20	PI	3.01	SI	3.00	SI	3.09	SI	2.82	SI	1.18	28.5
19) The guidance office administers standardized tests to assess student potentials, personality, occupational interest, intelligence, strength and	2.20	PI	2.96	SI	3.08	SI	3.12	SI	2.84	SI	1.16	25.5

weaknesses.												
20) Individual or group sessions are available to students with academic, personal, interpersonal or career problems.	2.20	PI	2.91	SI	3.00	SI	3.03	SI	2.78	SI	1.22	35
21) The guidance office has enough staff and counselors to reach the students and meet their needs.	2.20	PI	2.97	SI	3.08	SI	2.90	SI	2.79	SI	1.21	34
22) The guidance office keeps information and records of students, test results and interview records.	2.20	PI	3.06	SI	3.25	SI	3.18	SI	2.92	SI	1.08	14
23) Orients students and parents on school policies.	2.20	PI	2.96	SI	3.17	SI	3.20	SI	2.88	SI	1.12	17.5
24) Counselors are available for faculty and parents consultation.	2.20	PI	2.93	SI	3.25	SI	3.05	SI	2.86	SI	1.14	22.5
25) There is parent conferencing so that parents are informed about the status of their children.	1.60	SN	2.84	SI	3.25	SI	2.84	SI	2.63	SI	1.37	41
26) Informs teachers of new academic policies and students' identified needs.	1.80	PI	2.94	SI	3.33	VSI	3.23	SI	2.82	SI	1.18	28.5
27) Encourages students to participate in extra-curricular activities.	2.20	PI	2.88	SI	3.17	SI	3.25	SI	2.88	SI	1.12	17.5
28) Acquaints students with current and future job opportunities.	2.20	PI	2.98	SI	3.17	SI	3.16	SI	2.88	SI	1.12	17.5
29) The school provides placement services to prospective graduates.	1.80	PI	2.90	SI	3.08	SI	3.09	SI	2.72	SI	1.28	37
30) The OSASS conducts job fairs and pre-employment seminars.	2.00	SI	2.91	SI	3.25	SI	3.12	SI	2.82	SI	1.18	28.5
31) The school maintains liaison with its alumni and involves them in school affairs.	1.40	SN	2.90	SI	3.33	VSI	3.07	SI	2.68	SI	1.32	39
32) The OSASS regularly posts advertisements on job opportunities and placement.	1.60	SN	2.83	SI	3.33	VSI	3.07	SI	2.71	SI	1.29	38
33) Through the Guidance Office the school links with industries and prospective employers of graduates.	1.40	SN	2.90	SI	3.33	VSI	3.03	SI	2.66	SI	1.34	40
34) The OSASS monitors students' behavior on campus.	2.80	SI	2.93	SI	3.50	VSI	2.98	SI	3.05	SI	0.95	10.5
35) The Office implements College rules and regulations.	2.80	SI	2.98	SI	3.67	VSI	3.38	VSI	3.21	SI	0.79	4
36) There is consistency in the enforcement of campus policies, rules and regulations by the OSASS.	1.60	SN	2.87	SI	3.58	VSI	3.15	SI	2.80	SI	1.20	31.5
37) There is a provision for handling of complaints and grievances of students.	2.60	SI	3.01	SI	3.58	VSI	3.10	SI	3.07	SI	0.93	8.5
38) There is a mechanism for handling of violations and offenses.	2.60	SI	2.98	SI	3.42	VSI	3.21	SI	3.05	SI	0.95	10.5
39) The OSASS holds conferencing with teachers and administrators, if needed.	2.60	SI	2.97	SI	3.25	SI	3.11	SI	2.98	SI	1.02	12

40) The office signs and issues excuse letters for re-admission of students.	3.20	SI	2.98	SI	3.12	SI	3.13	SI	3.11	SI	0.89	5
41) There is a mechanism for following up of status of students with problems.	2.60	SI	3.01	SI	3.25	SI	3.03	SI	2.97	SI	1.03	13
Overall Mean	2.32	SI	2.99	SI	3.22	SI	3.04	SI	2.91	SI	1.09	

Legend:

NUMERICAL RANGE RATING/DESCRIPTIVE INTERPRETATION (DI)

3.26-4.00 (VSI- Very Satisfactorily Implemented), 2.51- 3.25 (SI-Satisfactorily Implemented), 1.76-2.50 (PI-Poorly Implemented), and 1.00-1.75 (SN-Seriously Neglected)

**Table 11. Comparison of Existing and Enhanced
Co-Curricular and Extra-Curricular Program**

EXISTING CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAM	ENHANCED CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAM
The existing Student Handbook does not have any provision with regards to co-curricular and extra-curricular program.	Student Council The Student Council of the College is the only autonomous student body. All of its power originates from and belong initially to the council. They represent the different needs and aspirations of a conventional student of the college in different aspects such as joining the different administration offices and organizations in the challenge of forming the students for academic excellence and involvement in social activities. Student Publication The College official newspaper, <i>Luminous</i>, provides current issues regarding College activities and events that matters. It aims to inform and motivate students through responsible, accurate, and fair journalism. The various services offered by this organization are as follows: a. Circulate campus paper every semester b. Solicits feedback from the college community in the campus paper c. Offers a section for Classified Ads d. Arrange seminars for Campus Journalism e. Covers various important events in and out the campus

	Forming an Organization Any group of ten (10) bona fide student of the College is eligible to apply to OSA to form an organization. The group that wishes to apply should fill up an application form from the OSA on the first semester of the current school year but not later than the fifth week of the said semester. They should also submit the following requirements in three (3) copies: a. Application letter address to OSA b. By-laws and Constitution in accordance to the policies of the College and other existing organizations c. List of founding officers with their information such as: full name, address, date of birth, contact number, major, student number, signature and their position on the organization. d. Calendar of Activities for the whole year with objectives. e. Budget plan for the whole year f. Organization Chart g. Certification from the Prefect of Discipline stipulating that the founding officers and members are bona fide students of the College and are not subjected to any disciplinary sanctions. h. Letter of Acceptance of the faculty adviser address to OSA The approval of student organization lies solely with the dean of Office of the Student Affairs. Forming, membership and participating in any activities of an unrecognized organization is strictly
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	prohibited. Students who patronize unrecognized organization will be subjected to disciplinary actions such as suspension and expulsion. Membership in Organization Membership in organization is governed by the following requirements: a. Certification from the Prefect of Discipline stating that the applicant is a bona fide student of the College and does not incurred any major offense b. The applicant is not an officer of any existing organization c. Other requirements set by the organization of their choice which is stipulated on their by-laws. All student organizations must comply with the rules, regulations and policies of the College. Failure to do so, the Dean of the Office of the Student Affairs or of his/her designee will issue a notice to correct the problem with reasonable time frame. The OSA will then work closely with the said organization to ensure they follow the requirement set by the College. If the organization failed to correct the problem in a given time frame, the Office of the Student Affairs has the right to restrict its privilege, suspend, or prohibit its existence. The organization may appeal to OSA with the student hearing cases procedure as stipulated in the Student Handbook, if failed to do so, the decision shall be considered final.
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Table 12. Respondents' Assessed Indicators of Scholarships/ Grants Program

INDICATORS	PARTICIPANTS								OVERALL (N=429)		GAP	RANK
	Top Management (N=5)		Faculty (N=70)		Admin Staff (N=12)		Students (N=342)					
Scholarships/Grants Programs	WM	DI	WM	DI	WM	DI	WM	DI	WM	DI		
1) There is a functional and continuing scholarship program implemented in the College.	3.80	VSI	3.10	SI	3.42	VSI	3.58	VSI	3.48	VSI	0.52	2
2) The College provides privileges, such as free or reduced school fees.	3.80	SI	3.16	SI	3.50	VSI	3.55	VSI	3.50	VSI	0.50	1
3) The College provides privileges, such as housing (optional).	2.40	PI	2.83	SI	2.08	PI	2.56	SI	2.47	PI	1.53	23
4) There are policies and guidelines implemented in the selection and retention of grantees, such as dependent children of faculty and staff.	3.40	VSI	3.07	SI	3.42	VSI	3.23	SI	3.28	SI	0.72	5
5) There are policies and guidelines implemented in the selection and retention of grantees, such as dependent children of barangay officials.	3.40	VSI	2.98	SI	3.42	VSI	3.18	SI	3.24	SI	0.76	7
6) There are policies and guidelines implemented in the selection and retention of grantees, such as indigenous groups.	3.40	VSI	3.04	SI	3.50	VSI	3.11	SI	3.26	SI	0.74	6
7) There are policies and guidelines												

	implemented in the selection and retention of grantees, such as handicapped persons.	3.40	VSI	3.00	SI	3.33	VSI	3.06	SI	3.20	SI	0.80	
8)	There are policies and guidelines implemented in the selection and retention of grantees as mandated by law.	3.00	SI	3.00	SI	3.33	VSI	3.24	SI	3.14	SI	0.86	14
9)	There are policies and guidelines implemented in the selection and retention of the members of school paper staff.	2.60	SI	3.03	SI	3.25	SI	3.22	SI	3.02	SI	0.98	18
10)	There are policies and guidelines implemented in the selection and retention of athletes' varsity players.	2.60	SI	3.03	SI	3.33	VSI	3.31	SI	3.07	SI	0.93	17
11)	The scholars/grantees are informed of their responsibilities concerning grade requirements.	2.80	SI	3.07	SI	3.42	VSI	3.41	VSI	3.18	SI	0.82	10
12)	The scholars/grantees are informed of their responsibilities concerning duration/time frame of scholarships/grants.	2.80	SI	2.97	SI	3.33	VSI	3.41	VSI	3.13	SI	0.87	15
13)	There is a monitoring of scholars'/grantees performance to enable them to complete their degrees/courses.	2.80	SI	3.06	SI	3.50	VSI	3.33	VSI	3.17	SI	0.83	11.5
14)	There is a scheme for fund generation from sponsors, benevolent individuals, institutions, and/or organizations.	3.20	SI	3.00	SI	3.25	SI	3.24	SI	3.17	SI	0.83	11.5
15)	The scholars/grantees are informed of their responsibilities concerning policies and regulations of the scholarships/grants.	3.00	SI	3.06	SI	3.42	VSI	3.36	VSI	3.21	SI	0.79	8
16)	The assistance program for students includes academic scholarships.	3.40	VSI	3.04	SI	3.42	VSI	3.41	VSI	3.32	VSI	0.68	3
17)	The assistance program includes scholarships for financially deprived but academically able students.	3.40	VSI	3.04	SI	3.42	VSI	3.32	VSI	3.30	VSI	0.70	4
18)	The assistance program for students includes educational loans.	2.80	SI	2.97	SI	2.67	SI	2.93	SI	2.84	SI	1.16	22
19)	The assistance program for students includes student assistantships.	3.20	SI	3.01	SI	3.25	SI	3.22	SI	3.17	SI	0.83	11.5
20)	The assistance program for students includes assistance to students who attend workshops, seminars, and other training opportunities.	2.80	SI	2.90	SI	2.92	SI	3.20	SI	2.96	SI	1.04	19.5
21)	The financial assistance program includes grants-in-aid.	2.80	SI	3.00	SI	2.92	SI	3.02	SI	2.94	SI	1.06	21
22)	The assistance program for students includes varsity players' and athletes' privileges.	2.80	SI	2.98	SI	3.42	VSI	3.28	VSI	3.12	SI	0.88	16

23) The financial assistance program includes student loans for government agencies.	2.80	SI	2.98	SI	3.08	SI	2.99	SI	2.96	SI	1.04	19.5
Overall Mean	3.06	SI	3.01	SI	3.24	SI	3.22	SI	3.14	SI	0.86	

Legend:

NUMERICAL RANGE RATING/DESCRIPTIVE INTERPRETATION (DI)

3.26-4.00 (VSI- Very Satisfactorily Implemented), 2.51- 3.25 (SI-Satisfactorily Implemented), 1.76- 2.50 (PI-Poorly Implemented), and 1.00-1.75 (SN-Seriously Neglected)

Table 14. Respondents' Assessed Indicators of Student Development Programs

INDICATORS	PARTICIPANTS								OVERALL (N=429)		GAP	RANK
	Top Management (N=5)		Faculty (N=70)		Admin Staff (N=12)		Students (N=342)					
Student Development Programs	WM	DI	WM	DI	WM	DI	WM	DI	WM	DI		
1) The College has an Office of Student Affairs and Student Services.	3.20	SI	3.14	SI	3.50	VSI	3.48	VSI	3.33	VSI	0.67	3
2) The OSASS has an organizational structure, which shows it relationship with other units.	3.20	SI	3.03	SI	3.42	VSI	3.20	SI	3.21	SI	0.79	5
3) The OSASS is headed by a Dean and is supported by qualified staff.	3.00	SI	2.98	SI	3.33	VSI	3.23	SI	3.14	SI	0.86	10.5
4) The OSASS adopts an open-door policy.	2.80	SI	2.98	SI	3.33	VSI	3.14	SI	3.06	SI	0.94	20
5) The OSASS as a service unit plans, implements, monitors, and coordinates student activities.	3.00	SI	2.96	SI	3.33	VSI	3.18	SI	3.12	SI	0.88	14

6)	There is a continuing and systematic evaluation on the effectiveness of the student services program.	3.00	SI	2.94	SI	3.25	SI	3.17	SI	3.09	SI	0.91	18
7)	There are clear policies and procedures implemented in the selection of athletes.	3.00	SI	2.96	SI	3.25	SI	3.24	SI	3.11	SI	0.89	15
8)	Financial support and/or scholarships are available for deserving athletes.	3.20	SI	3.04	SI	3.33	VSI	3.23	SI	3.20	SI	0.80	6
9)	The Center for Sports and Development is provided with the necessary facilities, equipment, supplies, and materials.	2.60	SI	2.94	SI	3.08	SI	3.15	SI	2.94	SI	1.06	21
10)	There is a regular monitoring and evaluation of sports activities.	3.00	SI	3.01	SI	3.25	SI	3.13	SI	3.10	SI	0.90	16.5
11)	There are policies and guidelines governing student publications.	3.00	SI	3.01	SI	3.25	SI	3.15	SI	3.10	SI	0.90	16.5
12)	Student publication is managed by competent advisers and editorial board.	3.40	VSI	3.00	SI	3.83	VSI	3.35	VSI	3.40	VSI	0.60	2
13)	The school paper is regularly published with at least one issue per paper.	3.00	SI	3.01	SI	3.67	VSI	3.26	SI	3.24	SI	0.76	4
14)	There is a publications office provided with the necessary facilities, equipment, supplies, and materials.	2.80	SI	2.88	SI	3.42	VSI	3.21	SI	3.08	SI	0.92	19
15)	The content of the publication reflects the students' ideas, opinions, and concerns.	2.80	SI	2.94	SI	3.50	VSI	3.30	VSI	3.14	SI	0.86	10.5
16)	The publication highlights and documents the students' achievements, activities, and performance in both academic and non-academic endeavors.	3.00	SI	3.00	SI	3.42	VSI	3.33	VSI	3.19	SI	0.81	7
17)	The performance of the office of Student Publications is regularly evaluated.	3.00	SI	3.01	SI	3.50	VSI	3.15	SI	3.16	SI	0.84	9
18)	The socio-cultural program and activities are regularly and properly conducted.	3.00	SI	3.08	SI	3.33	VSI	3.16	SI	3.14	SI	0.86	10.5
19)	The socio-cultural activities develop and enhance the students' creativity skills.	3.00	SI	3.06	SI	3.42	VSI	3.22	SI	3.18	SI	0.82	8
20)	The socio-cultural activities are periodically monitored and evaluated.	3.00	SI	3.07	SI	3.33	VSI	3.18	SI	3.14	SI	0.86	10.5
21)	There is a provision for validation of student IDs.	3.80	VSI	3.07	SI	3.58	VSI	3.28	SI	3.43	VSI	0.57	1
Overall Mean		3.04	SI	3.00	SI	3.40	VSI	3.22	SI	3.17	SI	0.83	

Legend:

NUMERICAL RANGE RATING/DESCRIPTIVE INTERPRETATION (DI)

3.26-4.00 (VSI- Very Satisfactorily Implemented), 2.51- 3.25 (SI-Satisfactorily Implemented), 1.76- 2.50 (PI-Poorly Implemented), and 1.00-1.75 (SN-Seriously Neglected)

**Table 15. Comparison of Existing and Enhanced
Student Development Program**

EXISTING STUDENT DEVELOPMENT PROGRAM	ENHANCED STUDENT DEVELOPMENT PROGRAM
Services and Facilities Library Service The school libraries are located in the	Student Development The College aimed for the holistic development of each student that will help them meaningfully contributes in building a skillful nation. A nation consists of population

College Caloocan and Malinta campuses. The collections are regularly updated based on the request/recommendations of faculty members and Photo Copying Services are also available at a minimal fee. <u>All students are obliged for a library card:</u> • Student presents current registration card with two copies of recent 1x1 ID picture and one-piece index card to the library staff. • Student fills up the index card. • Librarian and student sign on the library card, issuance to student after lamination. Physical Facilities for Programs and Gatherings Physical Facilities such as congregating area, big court, audio-visual rooms, and seminar rooms are available at the College campuses. ID A student is required to wear his ID card while inside the campus. Anyone caught without the ID card shall be subject to disciplinary sanctions. In this case, no student shall be allowed to enter the school without ID card.	engaged in different fields of work. In line with the above aim, the College provides students with various programs that will help them incorporate their academic, personal, social, and spiritual aspects. Library Services The collections of books, articles, journals, and the like are regularly updated based on the recommendations of faculty members and photo copying services are also available at a minimal fee. - All students are entitled for a library card, to be able to secure one, he must; • Presents current registration form with two copies of recent 1x1 ID picture and one-piece index card to the librarian/library staff. • Fill up the index card with his name, age, course, and year. • The librarian and the student sign on the library card then issued the card to the student after lamination. - Policies in borrowing and returning of books • Students are allowed to borrow books upon the presentation of their library card. • Books on the circulation phase maybe borrowed for home reading from 3:00 pm onwards. Borrowed books must be returned on the specified due date to avoid penalty. • Books must be returned on the same condition as when they were borrowed. - Fines for overdue and lost books
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	• A fine of 5.00 per day is imposed for overdue books. • Lost books must be replaced with the same title and edition or its latest edition. • Payments for the overdue books must be made at the Accounting Office. Receipt must be present to the library for record purposes. Audio-Visual Room (AVR) Audio-Visual Room (AVR) contains equipment that helps enhancing the students' abilities. It can be used by officially enrolled students of the College, faculty, staff, and administrators for academic instruction, co-curricular, and extra-curricular activities. Policy in Using the Audio-Visual Room • No activity or classes is allowed in the absence of the faculty. • All equipment needed in using the AVR should be indicated on the checklist provided by the AVR staff. • The specified time. • No equipment from the AVR can be brought outside the school premises except for an approved out-campus activity. • Reservation should be done one week before the scheduled use. • Reservation of AVR is on first come first serve basis. • Reservation for 5 consecutive days is not allowed. • Foods and drinks are prohibited inside the AVR. Procedure for Reservation of AVR
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	• Secure a reservation form from the AVR staff • Fill up the form in 2 copies • Have it signed by the person concerned • Present one copy to the AVR staff and keep the other one for your reference Procedure for Borrowing Equipment from the AVR • Secure borrower's slip from the AVR staff • Fill up the slip • Return the slip to the AVR staff together with your ID card (ID card will be retained at the AVR staff as a guarantee of your borrowed equipment) Sports Facilities The College has gym and open court intended for the development and implementation of sports program and activities to meet the athletic needs of the students. Faculty, staff, administrators, and bona fide students of the College are entitled to use the gym and the open court. Policy in using the gym and open court • Users should maintain cleanliness and order at the area. • All accidents or problems in facilities must be reported to the faculty or coach in charge. • Students can use the gym and open court during free time and if there are no ongoing classes on the said areas. • Reservation or use of the gym or open court will be cancelled due to the following reasons:
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	○ There's scheduled PE class ○ There's an activity for the entire college ○ There's an sport fest Procedure for gym and open court reservation • Secure a reservation form and fill it up • Have it signed by the persons concerned • Reservation must be made on or before the scheduled use. • Reservation is on a first come first serve basis. ID Card Students that are officially enrolled in the College are required to wear ID cards at all times while inside the college premises. In this case, prefect of discipline, any persons in authority and security guards may have the right to ask for student's ID card when the need arises. Thus, student without his ID card is prohibited to enter the campus. A student is liable for all the information presented in his/her ID card. He/she must notify the registrar as early as possible in case of change in residency and change of status. When an ID card is loss, the student need to: a. Report the loss to the office of the prefect of discipline. b. Present the Registration Form to the security officer/ prefect of discipline. c. Secure a certificate of loss from the office of prefect of discipline d. Apply for a new ID card e. Pay the corresponding fee for the new
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	ID card at the accounting office f. Present the receipt to the prefect of discipline, then the prefect will issue temporary pass until the new ID card is released.
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Appendix B

June 13, 2014

Dr. Fortunato G. Vendivel Jr.
Professor
Philippine Normal University

Dear Dr. Vendivel,

I' am a Graduate student presently working on my proposed Masteral thesis entitle, "Assessment of the Existing Student Programs and Services of a College in Caloocan City: Basis for the Enhancement of the Student Handbook".

May I request your permission to use the Instrument on Assessment of Student Programs and Services and Assessment of Guidance Program which you have developed and validated in your Dissertation.

I will be very grateful for your approval of my request which will help much in my endeavor towards delivery of quality education.

Thank you very much.

Respectfully yours,

Mrs. Rosalie D. Esteban

Noted by:

Jr.

Dr. Fortunato G. Vendivel

Adviser

Agustin

Prof. Maria Lourdes S.

Adviser

November 12, 2014

Mr. _____
Vice-President for Academic Affairs

Caloocan City

Dear Sir,

The undersigned is a graduate student presently working on my masteral thesis entitled, "Assessment of the Existing Student Programs and Services of a College at Caloocan City: Basis for the Enhancement of the Student Handbook". The results of the study will be useful to the school community specifically to all stakeholders- students, parents, alumni, and school officials.

In the view of the above mentioned concern, may I request your permission for me to conduct my research utilizing as participants the deans, the administrative staff, the faculty and fourth year college students.

I will be very grateful for your approval of my request.

Thank you very much.

Respectfully yours,

ROSALIE D. ESTEBAN

Noted by:

FORTUNATO G. VENDIVEL JR., Ph. D
Adviser

MARIA LOURDES S. AGUSTIN, M.A.
Adviser

Appendix C

November 12, 2014

Dear _____,

Greetings of peace and joy!

The undersigned is a candidate for a M. A. in Educational Management at the Philippine Normal University whose thesis is entitled, "Assessment of the Existing Student Programs and Services of a College at Caloocan City: Basis for the Enhancement of the Student Handbook".

She would like to solicit your help via your assessment of the following items on the student policies and procedures regarding the student programs and services of this college.

Your honest responses to the questions will be greatly appreciated. Be assured that these responses will be held in strict confidence.

Thank you very much.

Respectfully yours,

ROSALIE D. ESTEBAN

Noted by:

FORTUNATO G. VENDIVEL JR., Ph.D.
Adviser

MARIA LOURDES S. AGUSTIN, M.A.

Adviser

Survey Questionnaire

Assessment of Student Programs and Services

Name: _____ Age: _____

Position: _____ Gender: _____

Civil Status: _____ Education: _____ Length of Service: _____

Directions: Please indicate your level of agreement or disagreement with each of the following statements regarding the existing student programs and services of this college. Place a check (✓) in the box of your answer.

Rating scale

4- Extremely Implemented

2 - Poorly Implemented

3- Satisfactorily Implemented

1- Strongly Neglected

A. Vision, Mission, Goals and Objectives	4	3	2	1
1) The objectives are in consonance with the vision, mission, and goals of the College.				
B. Admission and Retention	4	3	2	1
2) There is an established system of student recruitment, selection and admission.				
3) The policies and procedures on selection and admission of students are disseminated and implemented.				
4) The College's policies on selection and admission of students are disseminated and implemented.				
5) Student admission records on enrolment trends are available and filed.				
6) Student admission records on dropout rates are available and filed.				
7) Student admission records on licensure examination results and passing percentage are available and filed.				

8) Student admission records on employability of graduates/graduate tracers are available and filed.				
9) Student admission records on student transferees are available and filed.				
10) Student admission records on student categorization by specialization are available and filed.				
11) Retention policies and procedures are clearly defined, widely disseminated and well understood by faculty and students.				
12) Retention policies are approved by the Academic Council and Board of Regents of the College.				
13) Retention policies are in consonance with CHED policies and standards.				
14) There is a mechanism for monitoring of student dropouts.				
15) There is a mechanism for monitoring of students on leave.				
C. Administration and Organization	4	3	2	1
16) The College supports and approves the Student Services Program.				
17) The College provides budget allocation for the implementation of the Student Services Program.				
18) The administration, students, faculty, staff and parents are supportive of the student services and activities of the OSASS.				
19) There is a close collaboration between the OSASS and the administration in matters pertinent to student activities of OSASS.				
20) The administration, through the Office of the VP for Administration, Finance and Development, has a mechanism for monitoring and disbursement of the student funds.				
21) There is a linkage between the OSASS and the Accounting Office for liquidation and auditing of funds of student organizations.				
22) The College has a provision for granting of cash assistance to students attending conferences and trainings abroad.				
23) The College supports students through provision of programs to honor student and alumni achievers.				
24) The College allocates cash incentives for students and alumni who are LET Topnotchers and/or Metrobank awardees.				
25) The communication lines between the OSASS and the school administration are kept open.				
26) The Office of the Administrative Services coordinates with the OSASS with regard to student concerns.				
27) The Campus Security Office coordinates with the OSASS on cases of student violations.				
28) Health Services and Programs for the students are provided by professionally trained personnel.				
29) The medical/dental units are provided with supplies and equipment.				
30) Health Services and programs for the students provide up-to-date				

information to parents or guardians whenever a student has serious health problems.				
31) There is a continuing medical/dental program designed for diagnostic purposes.				
32) There is a continuing medical/dental program designed for First Aid.				
33) There is a continuing medical/dental program designed for Prevention and Prophylaxis.				
34) A clean and comfortable place for serving meals is provided.				
35) Nutritious and well-balanced meals are served.				
36) Food items are reasonably priced.				
37) There is a sanitary and well-supervised kitchen.				
38) A sufficient department and health-certified competent staff manage the canteen operation.				
D. Guidance and Counseling Services	4	3	2	1
39) The orientation program is aimed at the students' adjustment to college life.				
40) It is conducted regularly at the start of the school year.				
41) Special orientation activities are arranged for transferees and returning students.				
42) Maintains personal inventory of students.				
43) Every student has a profile updated regularly and filed at the guidance office.				
44) The guidance counselor maintains confidentiality of the students' individual records.				
45) There is a systematic and continuing testing program.				
46) A variety of tests and evaluative tools are used in guidance/counseling services.				
47) Results are readily available to the students to guide them in making decisions regarding their academic life.				
48) Results are utilized in designing activities to meet students' need.				
49) Relevant educational, occupational and social information are available.				
50) Information is up-to-date, organized and disseminated to the students.				
51) Counselor-student ratio meets CHED requirements.				
52) The Counseling Office has adequate facilities for particular student/s.				
53) The Counseling service is coordinated with faculty concerned.				
54) The guidance office is staffed with qualified personnel.				
55) The guidance office coordinates with the administration for major plans and programs.				
56) The guidance staff plans and carries out developmental programs and activities.				

57) The guidance office administers standardized tests to assess student potentials, personality, occupational interest, intelligence, strength and weaknesses.				
58) Individual or group sessions are available to students with academic, personal, interpersonal or career problems.				
59) The guidance office has enough staff and counselors to reach the students and meet their needs.				
60) The guidance office keeps information and records of students, test results and interview records.				
61) Orients students and parents on school policies.				
62) Counselors are available for faculty and parents consultation.				
63) There is parent conferencing so that parents are informed about the status of their children.				
64) Informs teachers of new academic policies and students' identified needs.				
65) Encourages students to participate in extra-curricular activities.				
66) Acquaints students with current and future job opportunities.				
67) The school provides placement services to prospective graduates.				
68) The OSASS conducts job fairs and pre-employment seminars.				
69) The school maintains liaison with its alumni and involves them in school affairs.				
70) The OSASS regularly posts advertisements on job opportunities and placement.				
71) Through the Guidance Office the school links with industries and prospective employers of graduates.				
72) The OSASS monitors students' behavior on campus.				
73) The Office implements College rules and regulations.				
74) There is consistency in the enforcement of campus policies, rules and regulations by the OSASS.				
75) There is a provision for handling of complaints and grievances of students.				
76) There is a mechanism for handling of violations and offenses.				
77) The OSASS holds conferencing with teachers and administrators, if needed.				
78) The office signs and issues excuse letters for re-admission of students.				
79) There is a mechanism for following up of status of students with problems.				
E. Co-Curricular and Extra-Curricular Program	4	3	2	1
80) Activities are designed to enhance students' total development.				
81) There are qualified and competent faculty advisers for the different organizations and clubs.				
82) Student councils and organizations are offered at the Office of Student Services to provide for the varied interests/talents of the				

students.				
83) A system incentives, recognition, and awards for outstanding achievements in co-curricular and extra-curricular activities is established.				
84) A regular evaluation of students' co-curricular activities is conducted.				
85) Leadership training is provided to student leaders.				
86) The OSASS provides consultation to student organizations.				
87) A system of accreditation of student organization is place.				
88) There are standard procedures in the processing of application for holding of student activities.				
89) There is a provision for entry of outside students for activities sponsored by local students/organizations.				
90) There is monitoring of student organizations' activities for accreditation and other purposes.				
F. Scholarships/Grants Programs	4	3	2	1
91) There is a functional and continuing scholarship program implemented in the College.				
92) The College provides privileges, such as free or reduced school fees.				
93) The College provides privileges, such as housing (optional).				
94) There are policies and guidelines implemented in the selection and retention of grantees, such as dependent children of faculty and staff.				
95) There are policies and guidelines implemented in the selection and retention of grantees, such as dependent children of barangay officials.				
96) There are policies and guidelines implemented in the selection and retention of grantees, such as indigenous groups.				
97) There are policies and guidelines implemented in the selection and retention of grantees, such as handicapped persons.				
98) There are policies and guidelines implemented in the selection and retention of grantees as mandated by law.				
99) There are policies and guidelines implemented in the selection and retention of the members of school paper staff.				
100) There are policies and guidelines implemented in the selection and retention of athletes'/varsity players.				
101) The scholars/grantees are informed of their responsibilities concerning grade requirements.				
102) The scholars/grantees are informed of their responsibilities concerning duration/time frame of scholarships/grants.				
103) There is a monitoring of scholars'/grantees performance to enable them to complete their degrees/courses.				
104) There is a scheme for fund generation from sponsors,				

benevolent individuals, institutions, and/or organizations.				
105) The scholars/grantees are informed of their responsibilities concerning policies and regulations of the scholarships/grants.				
106) The assistance program for students includes academic scholarships.				
107) The assistance program includes scholarships for financially deprived but academically able students.				
108) The assistance program for students includes educational loans.				
109) The assistance program for students includes student assistantships.				
110) The assistance program for students includes assistance to students who attend workshops, seminars, and other training opportunities.				
111) The financial assistance program includes grants-in-aid.				
112) The assistance program for students includes varsity players' and athletes' privileges.				
113) The financial assistance program includes student loans for government agencies.				
G. Student Development Programs	4	3	2	1
114) The College has an Office of Student Affairs and Student Services.				
115) The OSASS has an organizational structure, which shows it relationship with other units.				
116) The OSASS is headed by a Dean and is supported by qualified staff.				
117) The OSASS adopts an open-door policy.				
118) The OSASS as a service unit plans, implements, monitors, and coordinates student activities.				
119) There is a continuing and systematic evaluation on the effectiveness of the student services program.				
120) There are clear policies and procedures implemented in the selection of athletes.				
121) Financial support and/or scholarships are available for deserving athletes.				
122) The Center for Sports and Development is provided with the necessary facilities, equipment, supplies, and materials.				
123) There is a regular monitoring and evaluation of sports activities.				
124) There are policies and guidelines governing student publications.				
125) Student publication is managed by competent advisers and editorial board.				
126) The school paper is regularly published with at least one issue per paper.				

127) There is a publications office provided with the necessary facilities, equipment, supplies, and materials.				
128) The content of the publication reflects the students' ideas, opinions, and concerns.				
129) The publication highlights and documents the students' achievements, activities, and performance in both academic and non-academic endeavors.				
130) The performance of the office of Student Publications is regularly evaluated.				
131) The socio-cultural program and activities are regularly and properly conducted.				
132) The socio-cultural activities develop and enhance the students' creativity skills.				
133) The socio-cultural activities are periodically monitored and evaluated.				
134) There is a provision for validation of student IDs.				

Comments and suggestions:

Signature over Printed Name

UNSTRUCTURED INTERVIEW QUESTIONS

1. How well do you know the Vision, Mission, Objectives and Goals of the College? Where did you see it?
2. How did you know the different policies of the College?
3. Are you familiar with the different facilities of the College? How did you know about it?
4. Have you talk to the Guidance Counselor? In what occasion?
5. Does the College provides job placement or offer help for you to find a job?
6. Have you attended an organization or club's meeting?
7. Have you participated to the different activities of the College? What are those activities?

8. Do you regularly go to the clinic for medical and dental check-up?
9. Have you been informed about the scholarship offered by the College?
10. What can you say about the food the canteen staff serves? Are the foods affordable?

Appendix D

TABLE OF SPECIFICATION

Objective: To assess the existing student programs and services of a college in Caloocan City

	Question Number
VIMIGO Conformity of Objectives to the statement of Vision, Mission and Goals	1
ADMISSION AND RETENTION Provisions on admission, recruitment, and selection of students Provision on retention of students	2-10 11-15
ADMINISTRATION AND ORGANIZATION Office of Student Affairs Health Services Food Services	16-27 28-33 34-38

GUIDANCE AND COUNSELING Facilities Services Programs Activities	51-54 47-50, 58-79 45-46, 55-57 39-41
CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAM Student Organization Student Activities	81-82, 86-87, 90 80, 83-84, 88-89
SCHOLARSHIP/GRANTS PROGRAM Provision on scholarship/grants Selection of scholars Scholarship Grantees Monitoring of scholars	91-93 94-100 101-102, 105-113 103-104
STUDENT DEVELOPMENT PROGRAM Office of the Student Affairs Student Publication Student Activities Identification Card (ID)	114-119 124-130 120-123, 131-133 134

Appendix E

PROPOSED

ENHANCED STUDENT HANDBOOK

**by:
ROSALIE D. ESTEBAN**

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PHILOSOPHY

The College aims to prioritize the concern of the students, develop them with good morals and as God-fearing people, expand their knowledge in all aspects of life with regards to their education and helping the self-supporting students to grow with the school. It is committed in responding to the dynamic needs of its community by developing students who can adopt themselves to the challenges of society, individuals who can be productive in order to contribute self-sufficiency to the country and as a person with deep self-esteem because they have faith and confidence in themselves, their fellowmen and love and respect for God.

VISION

“DiviniumEtSapiente” (Divinity and Wisdom) adheres to the philosophy of the College to provide wisdom through quality Christian education, moral integration as well as love and respect for God for the holistic development of a globally competitive individual.

MISSION

The college is committed to produce globally competitive individual imbued with knowledge, skills, attitudes, and values that are capable of functioning effectively as a professional in any local or international setting.

GENERAL POLICIES AND DIRECTIVES

Students of this college are expected to conduct themselves appropriately by maintaining discipline, upholding order in campus, preserving the good name of the college and actualizing its vision and mission. To sustain an environment of collegiality and order essential for the good and security of everyone, every student is expected to comply with the following:

1. Read, understand, be familiar with, and adheres to the contents of this student handbook.
2. Keep in mind that this College is a Catholic Institution, therefore all students are required to attend mass (every first Friday of the month and every Monday at 12 pm), spiritual retreats and recollections, and /or similar activities, and must act appropriately during the said Catholic events.
3. **ID Card.** Students that are officially enrolled in the College are required to wear ID cards at all times while inside the college premises. In this case, prefect of discipline, any persons in authority and security guards may have the right to ask for student’s ID card when the need arises. Thus, student without his ID card is prohibited to enter the campus.

A student is liable for all the information presented in his/her ID card. He/she must notify the registrar as early as possible in case of change in residency and change of status.

When an ID card is loss, the student need to:

- a. Report the loss to the office of the prefect of discipline.
- b. Present the Registration Form to the security officer/ prefect of discipline.
- c. Secure a certificate of loss from the office of prefect of discipline
- d. Apply for a new ID card
- e. Pay the corresponding fee for the new ID card at the accounting office
- f. Present the receipt to the prefect of discipline, then the prefect will issue temporary pass until the new ID card is released.

4. **Uniform.** All students shall wear the approved college uniform for male and female students inside the campus during college days and outside the campus when required by the college administration during attendance at official activities.

Students wearing PE uniforms are not allowed to enter the college premises except if they have PE classes on that particular day. The college prohibits students to wear T-shirts other than the prescribed PE t-shirt.

However, wearing of the school uniform shall not be required inside the campus only during wash day (every Saturday). Students are not allowed to wear the following during the said day:

- a. Transparent, torn, untrimmed or unstitched pants and all types of shorts.
 - b. Strapless, backless, sleeves less, plunging neckline blouses and dresses.
 - c. Spaghetti straps, razor back and tube.
 - d. Haltered blouses or dresses
 - e. Figure hugging blouses and t-shirts with indecent prints
 - f. Mini/micro-mini skirts or dresses
 - g. Flip flops, clogs, sandals or any other footwear that will expose his toes.
5. For females, light make-up and a pair of earrings is allowed. However, hair color, cross-dressing and body piercing on campus is not tolerated.
6. For males, proper haircut with the hair one inch above the collar and with the ear exposed is required. Wearing of headbands, hairpins and the likes are not allowed as well as hair colors and cross-dressing.
7. In support of the government's smoking ban, smoking is prohibited in all areas of the campus and at least two meters outside the college premises.
8. **Decorum.** Every student is presumed to observe the proper norms of refinement, good behavior, and respect in dealing with all the members of the school community. Members of the faculty, administrators, and staff have special parental right and accountability over students and are obliged to discipline students who display behavior not in consonant with the standard norms whether in campus or outside the college premises within beyond college hours/days. Behavior unbecoming of a student includes but is not limited to the following:
- a. Unruly conducts that may distract other students such as; running, talking, singing or laughing on the top of their voice, or whistling;
 - b. Unfavorable remarks against any person;
 - c. Interaction and/or scandalous display of affection between or among students, teachers, or other persons that violates the sensitiveness of others;
 - d. Irresponsible use of instructional materials such as whiteboards, bulletin boards, chairs, furniture, and equipment;

- e. Wearing of inappropriate school attire; and
 - f. Hazing or initiations of any kind.
9. The Prefect of Discipline and Office of Student Affairs shall impose the proper disciplinary sanctions on students found guilty of misconduct and/or disrespectful behavior.
 10. The school allows students to use campus facilities for programs, meetings, recreational, and educational activities.
 11. Students cannot participate in any outside activity such as; contest, conference, fieldtrip, association, society or group as representative of the college or any of its recognized student organizations without the written authorization from the Guidance Office/Office of the Student Affairs, the Vice-President for College Administration or College President.
 12. Students must obtain clearance from the office of OSA or VP before posting any announcement, poster, streamer, or any printed material within the campus premises.
 13. Students should abide by the usual classroom policies and procedures set and implemented by the professor.
 14. Students should commit to the propagation of a culture of cleanliness and orderliness, which has been the practice in this College.
 15. With regard to the suspension of classes due to typhoons, strikes, etc., students are instructed to tune into radio and TV stations for official announcements from the Commission on Higher Education (CHED). Generally when;
 - a. Typhoon Signal No. 1 is up, classes continue unless the college president says otherwise.
 - b. Typhoon Signal No. 2 is announced before classes begin in the morning, classes continue unless CHED, the mayor, or the college president says otherwise.
 - c. Typhoon Signal No. 3 is up, all classes and other activities are automatically suspended.
 16. In addition to those stipulated under current laws, students shall enjoy the following:
 - a. The right to express his concerns regarding the quality of education in line with national goals and conducive to their full development as person with human dignity.
 - b. The right to freely express his opinions and suggestions through proper channel of communications with appropriate academic and administrative bodies of the college.
 - c. The right to be presented through the student organization be it academic or non-academic.

- d. The right to form academic or non-academic organizations subject to college recognition by the office of the student affairs, in the pursuit of academic, social, and spiritual goals.
- e. The right to the services of guidance and counseling office in making decisions and selecting alternatives in field of works suited to is potentials.
- f. The right to access his records in which its confidentiality is maintained and preserved by the college.

ADMISSION REQUIREMENTS

For Freshmen

- a. High school report card (Form 138)
- b. Certificate of good moral character
- c. NSO copy of Birth Certificate (photocopy)
- d. 4 copies 2x2 ID picture
- e. Completed application form
- f. 1 Long brown envelop

For Transferees and Returnees

- a. Original copy of TOR
- b. Honorable dismissal
- c. 4 copies of 2x2 ID picture
- d. 1 Long brown envelop

For Cross-enrollees

- a. Cross enrolment permit from the college origin
- b. 4 copies of 2x2 ID picture
- c. 1 Long brown envelop

Pertinent documents must be submitted to the admission office and/or the registrar's office before enrollment.

Enrollment Procedure

For Freshmen:

- a. Proceed to the department head/ college dean for the pre- enrollment form and schedule of classes. Let the dean sign the enrollment form for the confirmation.
- b. Proceed to the registrar's office for the encoding of subjects and issuance of the registration form.
- c. Proceed to the accounting office for assessment of fees and payment.

For Transferees and Returnees

- a. Proceed to the department head/ college for advising and pre-enrollment.

- b. Bring the pre-enrollment form duly signed by the dean to the registrar's office for the encoding of subjects and issuance of registration form.
- c. Proceed to the accounting office for the assessment of fees and payment.

Payment of Tuition and Other School Fees

Tuition fees and other school fees shall be payable in cash or in installment payments in accordance with the schedule provided by the accounting office.

Payment Schedules:

Regular Semester

1. For Cash Basis:
Full amount upon enrollment
2. For 2 payment terms:
 - a. Half or 50% of the fees upon enrollment
 - b. The other Half or 50% on or before midterm exam
3. For 4 payment terms:
 - a. First upon enrollment
 - b. Second on or before prelims
 - c. Third on or before midterms
 - d. Fourth on or before finals

Summer

1. For Cash Basis:
Full amount upon enrollment
2. 2 Payment Terms:
 - a. 50% upon enrollment
 - b. 50% on or before midterms

Enrollment Policies

For Regular Students:

- a. Proper sequencing of subjects, i.e. taking prerequisite subjects before taking the next higher subject, should be strictly observed; otherwise, the registration shall invalidate and no credit shall be applied despite the grades obtained.
- b. A grade of 5.0 (failed) in any prerequisite subject disqualifies a student from enrolling in the next higher subject.
- c. All incoming freshmen are required to take one year or two semesters of National Service Training Program (NSTP).
- d. A student must finish his P.E. and NSTP courses during the prescribed period. Any student who has back subjects in PE and NSTP shall not be allowed to carry a load of

- more than 18 units including P.E. and NSTP, unless there are valid reasons which are approved by the College Dean.
- e. Students who has been dropped from the rolls or expelled due to academic delinquency and/or infractions of school rules and regulations shall not be readmitted.

For Transferees:

- a. Students who request to transfer must submit required credentials to the registrar's office.
- b. Students who want to have their subjects to be credited, have to write a letter of request to the Registrar. The request must include the certified copy of subject descriptions and grades from the former school.

Crediting of Units Earned from Other Schools

A transferee student that wishes to credit units earned in other college or university must submit necessary documents to the Dean of the college/department through the registrar's for evaluation. Moreover, if a transferee student aspires for Latin Honors, he must take 75% of the subjects required for his program in this College.

Adding, Changing, or Dropping of Subjects

Request for addition or change of subjects must be made within the first two (2) weeks of classes in a regular semester or within the first four (4) days of classes in summer and presented to the office of the Registrar through the College dean for appropriate action.

No addition or change of subjects shall be allowed after the second week of classes for the regular semester or after four days of classes during summer.

Students who wish to add or change their subjects must do the following:

- a. Secure and fill up the adding or changing form for the Registrar's office.
- b. Proceed to the professor for notification, then to the college dean to approve and duly sign the form.
- c. Pay the corresponding fee at the Accounting Office.
- d. Submit the form to the Registrar's office for the adding or changing of subject to take effect. The student must keep a copy of the form.

Dropping from the Course or Withdrawal of Enrollment

As a general rule, any student who wishes to discontinue his studies during the semester must:

- a. Notify in writing the Registrar, through the College Dean, and copy furnish the Student Accounting Head,

- b. Fill-up the Dropping/Withdrawal Form in three copies
It is very important that the letter must be noted by the parent or guardian if the student is a minor or, even if already of majority age (18) if the student is still wholly dependent upon the parents for the support. Failure to submit the letter and the withdrawal or dropping form is tantamount to forfeiture of the student's right to any refund of fees.
- c. Submit a copy of the form to the Registrar and Accounting Office. The student keeps a copy of his own.
- d. Students who file his withdrawal within two(2) weeks after the beginning of classes during the regular semester or within four (4) days of classes during summer and who has duly paid the pertinent fees may apply for a refund. With his Request for Refund Form received by the Student Accounting Office within the same week, the student shall be charged as follows:
 - d.1. Twenty percent (20%) of the total amount due for the term if he withdraws within the second week of classes in a regular semester or on the fourth day in summer whether he attended classes or not.
 - d.2. The full fees required if he withdraws any time after the second week of classes in a regular semester or after the fourth day in a summer class.
- e. Students may only follow up for refund if there's any, only one month after the classes for the semester started.

Attendance

1. Prompt and regular attendance in all classes is required of all from the very first meeting of every subject.
2. No student shall be given credit in any subject unless he is officially enrolled in the course and attends at least 80% of the total number of hours required by the subject. For this purpose, no student shall be considered officially enrolled unless all the following requirements are met, which are:
 - a. He must have submitted the appropriate admission or transfer credentials;
 - b. He must have made initial payment of his school fees which the school has accepted; and
 - c. He has been authorized by the school to attend classes.
3. In case of absence, a student must present a letter of excuse to the College Dean and to all professors concerned. If the student is a minor or, even he is already of majority age (18 years old) but still is wholly dependent upon the parents for support, the letter must be signed by the parent or guardian.
4. A student is held responsible for all the lessons and assignments missed during his absence
5. An approved absence applies to a student who is authorized in writing by the Office of Student Affairs to represent the school in an off-campus function or activity or to attend a meeting with school officials.
6. A student who is consecutively tardy for three times shall be considered as having been absent for one meeting.

7. A student who has stopped attending classes and/or has incurred absences equivalent to more than 20% of the school days with or without notification shall not be given credit.

Study Overload

As a general rule, only graduating students are allowed to request for a study overload. The graduating student must indicate the following:

1. Reason/s for the request;
 2. List of subjects to be enrolled and their corresponding units; and
 3. List of prerequisite subjects taken in the previous semester and the grades earned and have request endorsed by the College dean to the Registrar.
- a. Study overload is allowed provided that the subjects are the only ones that the student lacks for graduation.
 - b. A load of 28 units is allowed during the student's last semester provided that the total overload shall not exceed 6 units. In this case, no student is allowed to carry a 29-unit load.
 - c. Only three (3) laboratory and/or field/practicum subjects not exceeding six (6) units of laboratory work may be enrolled provided that the student's load total shall not exceed 21 units.
 - d. Prerequisite subjects may be enrolled simultaneously, provided that the student is graduating during the term and that the total load shall not exceed 24-units subject to the recommendation of the College Dean or his representative and the approval of the Registrar.
 - e. Four (4) units of PE may be enrolled by a graduating student provided that his total load shall not exceed 28 units; or six (6) units, if the total load shall not exceed 15 units.
 - f. In extreme cases, eight (8) units of PE may be enrolled by a graduating student provided that these are the only subjects he lacks for graduation. The four (4) units of PE should be scheduled in the morning.

Examination Policies

1. Examination schedules are posted on the bulletin boards one week before the examinations.
2. No student shall be allowed in the examination room without an examination permit and not wearing a complete uniform (including ID card).
3. If a student is being caught cheating during examination, he shall get an automatic failure grade for the subject. Cheating shall constitute , but not limited to the following acts:
 - a. Changing test questionnaires
 - b. Communicating answers to another during a test through sign and notes, electronically or otherwise;
 - c. Exchanging answers from another student's test paper;
 - d. Copying and allowing others to copy from one's test paper;

- e. Possession of notes (codigo) or crib books; or materials expressly prohibited during examinations; and
 - f. Talking, standing, or transferring seats while inside the testing room without the consent from the proctor.
4. Students may only leave the examination room if permitted by the proctor and if they already submitted the test paper to the proctor.
 5. If the student failed to take the major examination, he must;
 - a. Present a letter stating a valid reason for failure to take the scheduled examination. If the reason is due to illness, he must show a medical certificate to support his claim.
 - b. Apply for Special Examination to be approved by the College Dean. This should be done within five (5) days after the scheduled major examination.
 - c. Pay the corresponding special examination fee for each subject at the Accounting Office.
 - d. The special receipts issued by the accounting office will served as the examination permit.
 - e. Failure to take the special examination within the grace period of five (5) day after the scheduled examination means an automatic examination score of zero.

Grading System

Professors should give higher points on grades based on the objectives of the course, achievement and competence in the subject matter rather than on character and attendance.

The college adopts the 11-point Grading System with the following grade point and equivalents.

98-100	1.00
95-97	1.25
92-94	1.50
89-91	1.75
86-88	2.00
83-85	2.25
78-82	2.50
76-78	2.75
75	3.00
74-below (Failed)	5.00
AW	Authorized Withdraw
D	Officially Dropped

Bases for the computations of Prelim, Midterm, and Final Grades with the corresponding weights are as follows:

For Subjects without Laboratory

Major Exam-----	40%
Class Standing-----	60%
a. Quizzes -----	30%
b. Assignment -----	10%
c. Projects-----	10%
d. Recitation-----	10%

For Subjects with Laboratory

Major Exam -----	40%
Hands-on Activity—	40%
Class Standing -----	20%
a. Quizzes -----	5%
b. Recitation ----	5%
c. Projects -----	10%

Final Grade is the cumulative percentage of student grades per grading period which as follows:

Prelim Grade – computed based on determined variable above.

Midterm Grade – $\frac{1}{3}$ of Prelim Grade + $\frac{2}{3}$ of Midterm Standing

Final Grade – $\frac{1}{3}$ of Midterm Grade + $\frac{2}{3}$ of Final Standing

Retention Policy

1. Full-time student shall not carry load less than nine (9) units. Only graduating students with certification of employment maybe allowed to carry less that nine (9) units.
2. A student who fails to pass more than 50% of his registered units including PE and NSTP will be placed on academic probation.
3. Academic Probation is covered by the following guidelines:
 - a. A student shall be placed on academic probation if he fails to pass more than 50% of registered units on preceding semester.
 - b. Student on academic probation shall re-enroll on a reduced load according to the following:
 - 1st probation – 15 units only
 - 2nd probation – 12 units only
 - 3rd probation – 9 units or will be advised to shift to other course/program
 - c. Third or fourth year student who fails in one or more subjects but not more than 50% of the total units enrolled is allowed to enroll only the number of units equal to or less than the number of units he passed. If he fails again in at least six (6) units, he shall be placed on 3rd probation.

4. Students under third probation status who fails in six (6) or more units of his subjects shall no longer be readmitted in the next semester.
5. The process of identification of students to be placed on academic probation is as follows:
 - a. The student presents his accomplished pre-registration form, grade slip and previous registration card to the adviser.
 - b. The adviser then checks the number of units the student passed, failed, or dropped.
 - c. The student shall be referred to the Guidance Counselor if:
 - c.1. he fails to pass more than 50% of his registered units; or
 - c.2. he is a 3rd or 4th year student who failed in one or more subjects.
 - d. The Guidance Counselor determines the probation status of the student indicates it on the pre-registration form and refers to the VP of Academic Affairs Office for the approval of his readmission into the program.
 - e. After the allowed number of units the student may enroll in has been determined, the student follows the remainder of the enrollment procedure for old students.
 - f. A student in Academic Probation shall attend a weekly counseling session during the semester. He shall keep a report card for notation by the Guidance Counselor after each counseling session.

Graduation Policy

1. Student who has successfully completed all courses in his curriculum and who has complied with the residency requirement in this College of at least one school year or has completed at least 42 units in this College is eligible for graduation. Deemed ineligible is one with:
 - a. Grade of 5.00 (failed), obtained in the final semester;
 - b. Unsettled financial and property obligations with the college;
 - c. Pending record of major violations of college rules and regulation; or
 - d. Penalty of suspension or exclusion/expulsion.
2. Graduation honors are awarded to graduating students in the four –year degree programs such as:

Summa Cum Laude	Having a general weighted average (GWA) of 1.00 to 1.25 with no grade in any subject below 1.50
Magna Cum Laude	Having a general weighted average (GWA) of 1.26 to 1.50 with no grade in any subject below 2.0
Cum Laude	Having a general weighted average (GWA) of 1.51 to 1.75 with no grade in any subject below 2.25
3. To qualify for graduation with Latin Honors, a student must have earned not less than 75% of the required subject of the program at the College. Non-academic grades are not included in the computation of the general weighted average (GWA) for honors.
4. Any candidate who meets the grade requirement but is disqualified for Latin Honors due to low grades in any subject including PE and NSTP may be granted the special award of graduating “With Distinction”.

5. Any candidate with grade of 2.50, 2.75, and/or 5.00 shall be disqualified to vie for honors. Nothing, however, in this provision or any other provision of this manual shall deny the School President or Board of Trustees of the College from granting special academic award to qualified students.

Releasing of Credentials

The College implements the following policies in releasing student's credentials:

- a. Student's credentials such as transcript of records, diploma, certification of graduation, and transfer credentials are released only if the requesting student is cleared in all of his financial and other obligations in the College.
- b. For Graduate students, TOR and Diploma can only be released to the student concerned or to his authorized representative upon presentation of authorization letter and Identification Card with pictures and signatures of both of the requesting student and of the authorized representative. Transcript of Records and Diploma are released 15 days after filing the request.
- c. For transferee students, Transcript of Records and other transfer credentials can only be released when the student concern presents the request from the school he transferred and after 15 days upon the filling of the request.

Students who want to request for the release of school credentials should undergo the following procedures:

- a. Secure clearance form from the Registrar's Office.
- b. Fill up the clearance form then have it signed by the different persons concerned.
- c. Present the clearance to the Registrar's Office in exchange with the request of credential form.
- d. Fill up the request form and pay the corresponding fees for the requested school credentials to the accounting Office.
- e. Present the accomplished request form together with the receipt to the Registrar's Office in exchange of the claim stub.
- f. Return on the scheduled date for the release of the credentials as stated on the claim stub.

General Rules of Conduct and Discipline

1. All cases involving discipline of students under the rules prescribed in this section shall be subject to the jurisdiction of the Guidance Counselor/OSA:
 - a. Conduct an investigation of any case referred to the office
 - b. Upon receipt of a complaint or report, determine whether such complaint is sufficient to warrant a formal investigation
 - c. Act upon all minor offenses brought to the attention of the office. For this purpose, minor offenses are infractions of the school discipline or conduct committed by the

- students and to which appropriate and reasonable disciplinary measures or sanctions/punishment may not include suspension, exclusion, or expulsion. In this case, there is no need for the office of Guidance Counselor/OSA with the basic requirement of notice to the student and opportunity to answer before the imposition of the penalty is affected.
- d. For major offenses, where the complaint is sufficient to warrant a formal charge, recommend to the President the creation of an investigation committee. All decisions arrived at by the committee and forwarded to the president shall be considered final. Thereafter, the imposition of appropriate sanction shall take effect. For this purpose, major offenses are serious or grave violations of school rules and regulations where the penalty or sanction to the student or group of students found guilty or responsible thereof shall be suspension, exclusion, or expulsion.
2. In addition to the acts considered by law as illegal and those that are contrary to moral, the following area considered offenses and classified as minor and major offenses.
- Minor offense committed by students will have a prescription of two semesters or one year. Major offense committed by the students will be reflected in his permanent record. In this regard, Certificate of Good Moral/ Honorable Dismissal is issued to student with major offense.
- a. Major Offenses
- Major offenses are classified as Grave, Serious, and Less Serious with the following sanctions:
- Less Serious Offense – Probation to 3-5 days suspension
Serious Offense – Suspension from 5 days to 10 days
Grave Offense – Suspension from one semester to exclusion/expulsion

Less Serious Offenses

- Possession and/or drinking of alcoholic beverages within the school campus or entering or being in the campus under the influence of liquor.
- Possession, display, distribution of pornographic materials within the campus.
- Representing the school in off-campus activities without authorization from the Guidance Counselor or Office of the Student Affairs.
- Excessive public display of affection, e.g. kissing, hugging, necking, petting, sitting on the lap of the opposite sex, partners staying on vacant rooms or dark, hidden places and the like.
- Vandalism or malicious destruction of the school property.
- Cheating in any form.
- Commission of third minor offenses.

Serious Offenses

- Acts of disrespect, arrogance in words or deeds which tends to put any school official, faculty member or non-teaching staff or any person vested with authority in ridicule or contempt.
- Illegal entry into the campus such as; using the ID card of other students
- Deliberate illegal entry into and disruption of on-going classes or any school activity
- Abuse of permits to use school facilities, space, building, apparatus, books, material and the like
- Rumor mongering, defamation (libel and/or slander) or public imputation of crime, vice, defect, or act tending to cause dishonor or discredit to a school official, faculty member, staff, students, or visitor.
- Starting or taking offensive action that clearly provokes violence.
- Preparation, publication, possession, and/or distribution of subversive, banned materials or literature.
- Acts of subversions and insurgency such as unauthorized demonstrations, rallies and boycotting of classes.
- Smoking inside the college premises or off campus activities.

Grave Offenses

- Forced recruitment to fraternities, hazing, and other similar acts.
- Direct assault upon any school officials, faculty member, non-teaching staff or any person vested with authority.
- Fighting with, instigating a fight with, infliction of physical injury, coercion, intimidation and/or use of threat against another student, any school officials, faculty member or any member of the non-teaching staff inside or outside the college premises, irrespective as to who started or initiated the fight.
- Other offenses resulting in serious injury to a person and/or damage to property.
- Possession or use of pyrotechnics, explosives, firearms, and/or deadly weapons (e.g. knives, lead, pipes, and ice picks) within the college premises.
- Theft, stealing of school equipment, materials or supplies, extortions, robbery or an attempt, thereof and any form of dishonesty.
- Gambling including variations in any form, or taking part in any game of chance for money, or possession of gambling paraphernalia.
- Using profane, abusive, or indecent language against a school official, faculty member, non-teaching staff, student, or visitor.

- Possession, use, or sale of prohibited drugs or chemicals and hallucinogenic drugs, or substances in any form within the college premises or the possession of any regulated drug without proper prescriptions.
- Refusal to undergo random drug testing
- Forgery or falsification and/or alterations or misrepresentation of academic or official records or documentation of any kind.
- Bribery or attempt to bribe a faculty member or a member of non-teaching staff. Offering or giving faculty member or non-teaching staff a commission or any other incentive in exchange for the sale of tickets or any merchandise and/or favors such as, but not limited to, change of grades.
- Acts of lewdness and indecency, display of immoral conduct and obscenity within the campus.
- Acts that brings the name of the college into dispute such as public and malicious imputation of a crime or of a vice.
- Conviction before any court for a criminal offense involving moral disgrace against persons or property.
- Unauthorized use of the college software or use of unlicensed software in college equipment/copying/selling/pirating of software licensed to the college; unauthorized use of equipment to develop unauthorized software, programs or system for a fee or free of charge; spreading virus or use of college equipment such as computers and DVDs or equivalent technologies to view pornographic materials or to engage in computer games and other similar acts.
- Unauthorized use of college logo and other college emblems.
- Unauthorized collection of cash or donations and other forms of illegal actions
- Spreading lies, half-truths or unfounded claims about the college
- Fabricating charges against fellow student, faculty member, or non-teaching staff, or coming up with complaint proven to be malicious and/or without basis.

b. Minor Offenses

The following sanctions are to be given to students who commit minor offenses:

1st offense – Warning

2nd offense- Community Service of 2 hours

3rd offense – Considered as Major offense

Minor Offenses

- Not wearing of ID card
- Littering, eating, or spitting in the classroom, lobbies, or hallways.
- Loitering in the corridors

- Unauthorized posting of announcements, posters, or streamers in the college premises
- Refusal to submit one's self belongings for lawful inspection and/or search
- Entering and disturbing classes without valid reason
- Unauthorized use of teaching materials such as chalks and white board markers
- Not wearing the prescribed uniform upon entering the campus.
- Boisterous conduct, shouting or any action that disturbs other students from on-going classes or school activity
- Unauthorized use of school facilities
- Wearing inappropriate dress during wash day
- Skipping calamity drills and other school activity such as flag ceremony and mass
- Having colored hair (not in natural color of hair) and untidy hairstyles for both male and female

Procedure in Hearing Cases

The commission of offense or violation of laws and of the college rules and regulations shall be dealt with accordingly as provided for in the Manual of Regulations for Private Schools and this student handbook. Generally, the following standard shall be complied with to protect the student's right to procedural due process:

1. The student/s shall be informed in writing of the nature and cause of any accusation against him/them;
2. They shall have the right to answer the charges against them, with the assistance of counsel, if desired;
3. They shall be informed of the evidence against them;
4. They shall have the right to adduce the evidence in their own behalf;
5. The evidence must be considered by the investigating committee or official designated by the college authorities to hear and decide the case.
6. Any baseless and/or malicious complaint shall be considered as a grave offense and shall be subject to disciplinary action.

In compliance with the above-mentioned procedural due process, the following steps shall be generally followed in handling complaint:

1. The Guidance counselor (GC) or the Office of the Student Affairs (OSA) receives and verifies the written complaint from a complainant

2. The GC records the dialog with the complainant and the respondent and has it signed by the parties concerned.
3. The GC and the head of OSA, together with the department head and/or College dean holds a consultation meeting to determine the validity and the just cause of the complaint. The GC/OSA Head issues a notice of charges informing the concerned student of the complaint and asking him to explain in writing within three (3) days upon receipt of the notice.
4. If the complaint is found valid to merit a suspension or dismissal, the GC/OSA head recommends to the President, Through the VP for Academic Affairs, the creation of a hearing committee to investigate the complaint.
5. If the complaint is proven to be malicious and/or without basis, the student shall be subject to disciplinary sanction.

Composition of the Hearing Committee shall be as follows:

- a. An officer from a different department who shall act as a chair;
- b. A regular non-teaching staff;
- c. A regular faculty member from a different department;
- d. A student government officer or his representative as observer; and
- e. College consultant

Before the Hearing

The Chairman together with the members of the hearing committee shall meet to:

- a. Read and study the investigation report in order to identify the offense, the complaints/s, the respondents and the witnesses;
- b. Reviews the sanctions and penalties in the student's handbook;
- c. Prepare the schedule, venue, and notice of hearing to be given to: complainant/s, respondent/s, witnesses, and parents/guardians
- d. Assign a member who shall record the minutes of the proceedings.

Should a respondent decide to bring a legal counsel to the hearing, he should inform the committee in writing at least three (3) school days before the scheduled hearing. A legal counsel who has not been accredited by the committee can be denied to attend the said hearing.

During the Hearing

The Committee shall:

- a. Verify the statements of the complainant/s, respondent/s, and witnesses through a series of questions.
- b. Determine the veracity of the documents or evidences presented by the complainant/s, respondent/s, and witnesses.
- c. Record all the questions asked and the responses given during the cross examination. Take note of the any unusual behavior, attitudes, and complaining answers.
- d. Let the complainant/s, respondent/s, and witnesses sign on the minutes of the proceedings for the record.
- e. If the aggrieved parties agree to a settlement or withdraw the complaint, the committee shall proceed with the hearing because the college reserves the right to file administrative charges against the offender/s.

After the Hearing:

The Committee shall:

- a. Asses the findings of the investigation
- b. Formulate recommendations based on the result of the investigation and the guidelines regarding the implementation of the sanctions.
- c. Submit the recommendation within seven (7) days from the last hearing to the College President through the VP for Academic Affairs. It shall include the reasons for arriving at such recommendation and the official documents/evidences on which the recommendation was based.
- d. The president shall send a copy of the approved recommendation of the hearing committee to the OSA.
- e. The OSA shall prepare a written memorandum for the student stating the college violation and the corresponding sanction, copy furnish the college dean in which the student belongs.

Services and Facilities

1. Guidance and Counseling Services

The Guidance and Counseling Office seeks to provide developmental structure and remedial programs to serve the needs of the students and the academic community. It offers the following services:

- **Individual and Group Counseling** – bona fide students, staff, faculty, and alumni may avail of this service as long as they scheduled it prior to the said individual or group counseling date. The said service includes not only career and academic concerns, also it includes personal, social, and emotional concerns.
- **Psychological Testing** – this type of test will help the student, the faculty and other members of the college community to assess the learning styles, leadership skills, decision making skills, career planning, and social and academic adjustment of a student concern.
- **Job Placement** – any student including alumni can asks recommendation from the guidance counselor for scholarship, continuing education (post graduate), and employment

These services are made available to the students to help them in the total development of their personality and the optimum utilization of their potentials.

2. Health Services

School Dentist, Nurses staff, and school clinic. They provide emergency services and medication for common ailments. Bonafide students are free from medical consultation.

The clinic also offers dental services such as oral examination which is done every semester, oral prophylaxis, temporary filling, and other common oral treatment and emergencies. As a bona fide student of the school, you should take note of the following procedure:

- a. If an accident happens, inform your professor or school nurse immediately. Then fill out an injury report.
- b. If you believe that the accident puts your life in danger or a life threatening situation, you should proceed to the nearest hospital. Then inform the school nurse or the school about it.

3. Library Services

The collections of books, articles, journals, and the like are regularly updated based on the recommendations of faculty members and photo copying services are also available at a minimal fee.

- a. All students are entitled for a library card, to be able to secure one, he must;
 - Presents current registration form with two copies of recent 1x1 ID picture and one-piece index card to the librarian/library staff.
 - Fill up the index card with his name, age, course, and year.

- The librarian and the student sign on the library card then issued the card to the student after lamination.
- b. Policies in borrowing and returning of books
- Students are allowed to borrow books upon the presentation of their library card.
 - Books on the circulation phase maybe borrowed for home reading from 3:00 pm onwards. Borrowed books must be returned on the specified due date to avoid penalty.
 - Books must be returned on the same condition as when they were borrowed.
- c. Fines for overdue and lost books
- A fine of 5.00 per day is imposed for overdue books.
 - Lost books must be replaced with the same title and edition or its latest edition.
 - Payments for the overdue books must be made at the Accounting Office. Receipt must be present to the library for record purposes.
4. Scholarship Grant
- Bona fide students of the College may avail scholarship thru student assistantship or SA. The selected student assistant will work (which is clerical in nature) on his/her designated department in his/her vacant periods for the scholarship. The selection for student assistant is governed by the following guidelines:
- a. The student has a satisfactorily overall academic record and intellectual ability.
 - b. Should demonstrate competence and is committed to the service of the college community.
 - c. Don't have failing mark or incomplete in any of his/her subject.
 - d. Student Assistantship is granted for one semester and can be renewed after each semester.

5. Student Development

The College aimed for the holistic development of each student that will help them meaningfully contributes in building a skillful nation. A nation consists of population engaged in different fields of work.

In line with the above aim, the College provides students with various programs that will help them incorporate their academic, personal, social, and spiritual aspects.

The Office of the Student Affairs (OSA) ensures the implementation, supervision and monitoring of the different programs and activities for the students. Other services by the OSA are as follow:

- a. Supervision, monitoring, and evaluation of activities and programs of student organizations.

- b. Supervise student activities in and outside the campus.
- c. Offers various co-curricular and extra-curricular activities that will contribute to the development of students in accordance of the College mission and vision.
- d. Create guidelines for the recognized student organization and assist them in their various activities that are in line with the College vision.
- e. Monitor different facilities such as:
 - Organization Room
 - Publication Office
 - Audio-Visual Room
 - Court
 - Gym
 - Office of the Student Affairs

Student Council

The Student Council of the College is the only autonomous student body. All of its power originates from and belong initially to the council. They represent the different needs and aspirations of a conventional student of the college in different aspects such as joining the different administration offices and organizations in the challenge of forming the students for academic excellence and involvement in social activities.

Student Publication

The College official newspaper, *Luminous*, provides current issues regarding College activities and events that matters. It aims to inform and motivate students through responsible, accurate, and fair journalism. The various services offered by this organization are as follows:

- a. Circulate campus paper every semester
- b. Solicits feedback from the college community in the campus paper
- c. Offers a section for Classified Ads
- d. Arrange seminars for Campus Journalism
- e. Covers various important events in and out the campus

Forming an Organization

Any group of ten (10) bona fide student of the College is eligible to apply to OSA to form an organization. The group that wishes to apply should fill up an application form from the OSA on the first semester of the current school year but not later than the fifth week of the said semester. They should also submit the following requirements in three (3) copies:

- a. Application letter address to OSA
- b. By-laws and Constitution in accordance to the policies of the College and other existing organizations
- c. List of founding officers with their information such as: full name, address, date of birth, contact number, major, student number, signature and their position on the organization.

- d. Calendar of Activities for the whole year with objectives.
- e. Budget plan for the whole year
- f. Organization Chart
- g. Certification from the Prefect of Discipline stipulating that the founding officers and members are bona fide students of the College and are not subjected to any disciplinary sanctions.
- h. Letter of Acceptance of the faculty adviser address to OSA

The approval of student organization lies solely with the dean of Office of the Student Affairs. Forming, membership and participating in any activities of an unrecognized organization is strictly prohibited. Students who patronize unrecognized organization will be subjected to disciplinary actions such as suspension and expulsion.

Membership in Organization

Membership in organization is governed by the following requirements:

- a. Certification from the Prefect of Discipline stating that the applicant is a bona fide student of the College and does not incurred any major offense
- b. The applicant is not an officer of any existing organization
- c. Other requirements set by the organization of their choice which is stipulated on their by-laws.

All student organizations must comply with the rules, regulations and policies of the College. Failure to do so, the Dean of the Office of the Student Affairs or of his/her designee will issue a notice to correct the problem with reasonable time frame. The OSA will then work closely with the said organization to ensure they follow the requirement set by the College. If the organization failed to correct the problem in a given time frame, the Office of the Student Affairs has the right to restrict its privilege, suspend, or prohibit its existence. The organization may appeal to OSA with the student hearing cases procedure as stipulated in the Student Handbook, if failed to do so, the decision shall be considered final.

6. Other Facilities

Audio-Visual Room (AVR)

Audio-Visual Room (AVR) contains equipment that helps enhancing the students' abilities. It can be used by officially enrolled students of the College, faculty, staff, and administrators for academic instruction, co-curricular, and extra-curricular activities.

Policy in Using the Audio-Visual Room

- No activity or classes is allowed in the absence of the faculty.
- All equipment needed in using the AVR should be indicated on the checklist provided by the AVR staff.
- The specified time.

- No equipment from the AVR can be brought outside the school premises except for an approved out-campus activity.
- Reservation should be done one week before the scheduled use.
- Reservation of AVR is on first come first serve basis.
- Reservation for 5 consecutive days is not allowed.
- Foods and drinks are prohibited inside the AVR.

Procedure for Reservation of AVR

- Secure a reservation form from the AVR staff
- Fill up the form in 2 copies
- Have it signed by the person concerned
- Present one copy to the AVR staff and keep the other one for your reference

Procedure for Borrowing Equipment from the AVR

- Secure borrower's slip from the AVR staff
- Fill up the slip
- Return the slip to the AVR staff together with your ID card
(ID card will be retained at the AVR staff as a guarantee of your borrowed equipment)

Sports Facilities

The College has gym and open court intended for the development and implementation of sports program and activities to meet the athletic needs of the students. Faculty, staff, administrators, and bona fide students of the College are entitled to use the gym and the open court.

Policy in using the gym and open court

- Users should maintain cleanliness and order at the area.
- All accidents or problems in facilities must be reported to the faculty or coach in charge.
- Students can use the gym and open court during free time and if there are no ongoing classes on the said areas.
- Reservation or use of the gym or open court will be cancelled due to the following reasons:
 - There's scheduled PE class
 - There's an activity for the entire college
 - There's an sport fest

Procedure for gym and open court reservation

- Secure a reservation form and fill it up
- Have it signed by the persons concerned
- Reservation must be made on or before the scheduled use.
- Reservation is on a first come first serve basis.

Canteen

The College canteen offers various food services such regular meals, student meals, and snacks. The canteen personnel make sure that they prepare a nutritious and a well-balanced meal at an affordable price.

ANNEX A - REPUBLIC ACT 9163

"AN ACT ESTABLISHING THE NATIONAL SERVICE TRAINING PROGRAM (NSTP) FOR THE TERTIARY LEVEL STUDENTS, AMENDING FOR THE PURPOSE REPUBLIC ACT NO 7077 AND PRESIDENTIAL DECREE NO 1706 AND FOR OTHER PURPOSE"

Be enacted by the senate and House of Representatives of the Philippines in Congress assembled:

SECTION 1.Short Title. - This Act shall be known as the National Service Training Program (NSTP) Act of 2001.

SECTION 2.Declaration of Policy. - It is hereby affirmed the prime duty of the Government to serve and protect its citizen. In turn it shall be the responsibility of all citizens to defend the security of the State and in fulfillment thereof, the Government may require each citizen to render personal military or civil service.

Recognizing the youth's virtual role in nation building, then state shall promote civic consciousness among the youth and shall develop their physical moral, spiritual intellectual and social well-being.

It shall inculcate to the youth patriotism, nationalism and advance their involvement in public and civic affairs. In pursuit of this goals the youth the most valuable resource of the national shall motivate trained organized and mobilized in military training, literacy civic welfare and other similar endeavors in the service of nation.

SECTION 3.Definition of Term. - For purpose of this Act the following are hereby defined as follows:

"National Service Training Program" (NSTP) - is a program aimed at enhancing civic consciousness and defense preparedness in the youth by developing the ethic of service and patriotism while undergoing training in any of its three (3) program components. Its various components are specially designed to enhance the youth's active contribution to the general welfare.

"Reserve Officer Training Corps" (ROTC) - is program institutionalized under Section 38 and 39 of RA No. 7077 designed to provide military training to tertiary level students in order to motivate, train, organized and mobilize them for national defense preparedness.

"Literacy Training Service" - is a program designed to train students to become teachers of literacy and numeracy skills to school children, out of school youth, and other segments of society in need of their service.

"Civic Welfare Training Service" - refers to programs of activities contributory to the general welfare and the betterment of life for members of the community or the enhancement of its facilities, especially those devoted to improving health, education, environment, entrepreneurship, safety, recreation and morals of the citizen; and

"Program Component" - shall refer to the service components of the NSTP as enumerated in Section 4 of this Act.

SECTION 4. Establishment of the National Service Program. - There is hereby established a National Service Training Program (NSTP) which shall form part of the curricula of all baccalaureate degree courses and of at least two-years technical vocational courses and is a requisite for graduation, consisting of the following service components: The Reserve Officers Training Corps (ROTC) which is hereby made optional and voluntary upon the effectivity of this Act; The Literacy Training Service; and The Civic Welfare Training Service

The ROTC under the NSTP shall instill patriotism, moral virtues, respect for rights of civilians and adherence to the constitution among other, Citizenship Training shall be given emphasis in all three (3) program components.

The Commission on Higher Education (CHED) and Technical Education and Skills Development Authority (TESDA) in consultation with the Department of National Defense (DND) Philippine Association of State Universities and Colleges (PASUC).

Coordinating Council of Private Association of the Philippines (COCOPAP) and other concerned government agencies, may design and implement such other program components as maybe necessary in consonance with the provisions of this Act.

SECTION 5. Coverage. - Students, male and female of any baccalaureate degree course or at least two (2) year technical vocational courses in public and private educational institutions shall be required to complete one (1) of the NSTP components are requisite for graduation.

SECTION 6. Duration and Equivalent Course Unit. - Each of the aforementioned NSTP Program components shall be undertaken for and academic period of two (2) semesters. In lieu of the two-semester program for any of the components of the NSTP a one (1) summer program may be designed formulated and adopted by the DND, CHED and TESDA.

SECTION 7.NSTP Offering in Higher and Technical Educational Institutions. - All higher and technical and vocational institutions, public and private, must offer at least one of the program components, provided that state universities and colleges shall offer the ROTC components and at least one other component as education institution may ROTC if they have at least three hundred and fifty (350) cadets students.

In offering the NSTP whether during the semestral or summer periods, clustering of affected students from different educational institutions may be done, taking into account logistics, branch of service and geographical considerations.

Schools that do not meet the required number of students shall allow their students to cross enroll to other school irrespective of whether or not the NSTP components in said schools are being administered by the same or another branch of service of the Armed Forces of the Philippines (AFP) CHED and TESDA to which schools are identified.

SECTION 8.Fees and Incentive. - Higher and technical-vocational institutions shall not collect any fee for any of the NSTP components, except basic tuition fees, which shall be more than fifty (50%) percent of what is currently charged by schools per unit.

In case of ROTC, the DND shall formulate and adopt a program of assistance for health and accident shall be provide for students enrolled in any of the NSTP components.

SECTION 9.Scholarship. - There is hereby created a special scholarship program for qualified students taking NSTP which shall be administered by CHED and TESDA funds for this purpose shall be include in the annual regular appropriations of CHED and TESDA.

SECTION 10.Management of NSTP Components. - The school authorities shall exercise academic and administrative supervision over the design, formulation, adoption and implementation of the different NSTP components in their respective schools, provided that in case a CHED - or TESDA - accredited Non-Government Organization (NGO) has been contracted to formulate and administer a training module for any of the NSTP components, such academic and administrative supervision shall be exercised jointly with the accredited NGO.

Provided further, that such training module shall be accredited by CHED and TESDA.

SECTION 11.Creation of the National Service Corps. - There is hereby created a National Service Corps to be composed of the graduates of the non-ROTC components Members of this corps may be tapped by the State for Literacy and civic welfare activities through the joint effort of DND, CHED and TESDA.

Graduates of the ROTC shall form part of the Citizen Armed Force, pursuant to Republic Act No. 7077.

SECTION 12.Implementing Rules. - The DND, CHED and TESDA shall have the joint responsibility for the adoption of the implementing rules of this Act with sixty (60) days from the approval of this Act.

These are three (3) agencies shall consult with other concerned government agencies, PASUC and COCPAP, NGO's and recognized students in drafting the implementing rules.

The implementing rules shall include the guidelines for the adoption of the appropriate curriculum for each of the NSTP components as well as for the accreditation of the same.

SECTION 13.Transitory Provision. - Students, who have yet to complete the Basic ROTC, except those failing under Section 14 of this Act, may either continue in the program component they are currently enrolled or shift to any of the another program component, the Basic ROTC courses he has completed further.

That once he has shifted to other program component, he shall completed further.

That once he has shifted to other program component, he shall completed the NSTP in the component.

SECTION 14.Suspension of ROTC Requirement. - The completion of ROTC training as a requisite for graduation is hereby set aside for those students who despite all their academic units as of effectivity of this Act have been allowed to graduate.

ANNEX B - Republic Act No. 7079

"Campus Journalism Act of 1991"

AN ACT PROVIDING FOR THE DEVELOPMENT AND PROMOTION OF CAMPUS JOURNALISM AND FOR OTHER PURPOSES.

Section 1. Title. — This Act shall be known and referred to as the *"Campus Journalism Act of 1991."*

Sec. 2. Declaration of Policy. — It is the declared policy of the State to uphold and protect the freedom of the press even at the campus level and to promote the development and growth of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of the Filipino youth. In furtherance of this policy, the State shall undertake various programs and projects aimed at improving the journalistic skills of students concerned and promoting responsible and free journalism.

Sec. 3. Definition of Terms

(a) School. An institution for learning in the elementary, secondary or tertiary level comprised of the studentry, administration, faculty and non-faculty personnel;

(b) Student Publication. The issue of any printed material that is independently published by, and which meets the needs and interests of, the studentry;

(c) Student Journalist. Any bona fide student enrolled for the current semester or term, who was passed or met the qualification and standards of the editorial board. He must likewise maintain a satisfactory academic standing.

(d) Editorial Board. In the tertiary level, the editorial board shall be composed of student journalists who have qualified in placement examinations. In the case of elementary and high school levels, the editorial board shall be composed of a duly appointed faculty adviser, the

editor who qualified and a representative of the Parents-Teachers' Association, who will determine the editorial policies to be implemented by the editor and staff members of the student publication concerned.

At the tertiary level, the editorial board may include a publication adviser at the option of its members.

(e) Editorial Policies. A set of guidelines by which a student publication is operated and managed, taking into account pertinent laws as well as the school administration's policies. Said guidelines shall determine the frequency of the publication, the manner of selecting articles and features and other similar matters.

Sec. 4. Student Publication. A student publication is published by the student body through an editorial board and publication staff composed of students selected but fair and competitive examinations.

Once the publication is established, its editorial board shall freely determine its editorial policies and manage the publication's funds.

Sec. 5. Funding of Student Publication. Funding for the student publication may include the savings of the respective school's appropriations, student subscriptions, donations, and other sources of funds.

Sec. 6. Publication Adviser. The publication adviser shall be selected by the school administration from a list of recommendees submitted by the publication staff. The function of the adviser shall be limited to one of technical guidance.

Sec. 7. Security of Tenure. A member of the publication staff must maintain his or her status as student in order to retain membership in the publication staff. A student shall not be expelled or suspended solely on the basis of articles he or she has written, or on the basis of the performance of his or her duties in the student publication.

Sec. 8. Press Conferences and Training Seminar. The Department of Education, Culture and Sports shall sponsor periodic competitions, press conferences and training seminars in which student-editors/writers and teacher-adviser of student publications in the elementary, secondary and tertiary levels shall participate. Such competitions, conferences and seminars shall be held at the institutional, divisional, and regional levels, culminating with the holding of the annual national elementary, secondary or tertiary School Press Conferences in places of historical and/or cultural interest in the country.

ANNEX C - REPUBLIC ACT No. 8049

THE ANTI-HAZING LAW OF THE REPUBLIC OF THE PHILIPPINES

AN ACT REGULATING HAZING AND OTHER FORMS OF INITIATION RITES IN FRATERNITIES, SORORITIES, AND ORGANIZATIONS AND PROVIDING PENALTIES THEREFORE.

Be enacted by Senate and House of Representatives of the Philippines in Congress assembled:

SECTION 1. Hazing as used in this Act is an initiation rite or practice as a prerequisite for admission into membership in a fraternity, sorority or organization by placing the recruit, neophyte or applicant in some embarrassing or humiliating situations such as forcing him/her to do menial, silly, foolish and similar tasks or activities or otherwise subjecting him/her to physical or psychological suffering or injury.

The term organization shall include any club or the Armed Forces of the Philippines, Philippine National Police, Philippine Military Academy, or cadet corps of the Citizen's Military Training, or Citizen's Army Training. The physical, mental and psychological testing and training procedure and practices to determine and enhance the physical, mental and psychological fitness of prospective regular members of the Armed Forces of the Philippines and the Philippine National Police as approved by the secretary of National Defense and the National Police Commission duly recommended by the Chief of Staff, Armed Forces of the Philippines and the Director General of the Philippine National Police shall not be considered as hazing for the purpose of this act.

SECTION 2. No-hazing or initiation rites in any form or manner by a fraternity, sorority or organization shall be allowed without prior written notice to the school authorities or head of organization seven (7) days before the conduct of such initiations. The written notice shall indicate the period of the initiation activities which shall not exceed three (3) days, shall include the names of those to be subjected to such activities, and shall further contain an undertaking that no physical violence be employed by anybody during such initiation rites.

SECTION 3. The head of the school or organization or their representatives must assign at least two (2) representatives of the school or organization, as the case may be, to be present during

initiation. It is the duty of such representative to see to it that no physical harm of any kind shall be inflicted upon a recruit, neophyte or applicant.

SECTION 4. If the person subjected to hazing or other forms of initiation rites suffers any physical injury or dies as a result thereof, the officers and members of the fraternity, sorority or organization who actually participated in the infliction of physical harm shall be liable as principals. The person or persons who participated in the hazing shall suffer.

- a.) The penalty of reclusion perpetual if death, rape, sodomy or mutilation results therefrom.
- b.) The penalty of reclusion temporal in its maximum period if in consequence of the hazing the victim shall become insane, imbecile, impotent or blind.
- c.) The penalty of reclusion temporal in its maximum period if in consequence of the hazing the victim shall have lost the use of speech or the power to hear or to smell, or shall have lost an eye, a hand, a foot, an arm or a leg shall have lost the use of any such member shall have become incapacitated for the activity or work in which he/she was habitually engaged.
- d.) The penalty of reclusion temporal in its minimum period if in consequence of the hazing the victim shall become deformed or shall have lost any other part of his/her body, or shall have lost the use thereof or shall have been ill or incapacitated for the performance of the activity or work in which he/she has habitually engaged for a period of more than ninety (90) days.
- e.) The penalty of prison mayor in its maximum period if in consequence of the hazing the victim shall have been ill or incapacitated for the performance of the activity or work in which he was habitually engaged for more than thirty (30) days.
- f.) The penalty of prison mayor in its medium period if in consequence of the hazing the victim shall have been ill or incapacitated for the performance of the activity or work in which he was habitually engaged for ten (10) days or more, or that the injury sustained shall require medical attendance for the same period.
- g.) The penalty of the prison mayor in its period if in consequence of the hazing the victim shall have been ill or incapacitated for the performance of the activity or work in which he was habitually engaged from one (1) to nine (9) days, or that the injury sustained shall require medical attendance for the same period.

h.) The penalty of prison correctional in its maximum period if in consequence of the hazing the victim shall sustain physical injuries, which do not prevent him/her from engaging in his habitual activity, or work nor require medical attendance.

The responsible officials of the school or of the police, military or citizen's army training organization may impose the appropriate administrative sanctions on the person or persons charged under this provision even before their conviction.

The maximum penalty herein provided shall be imposed in any of the following instances:

a.) When the recruitment is accompanied by force, violence, threat, intimidation or deceit on the person of the recruit who refuses to join;

b.) When the recruit, neophyte or applicant initially consents to join but upon learning that hazing will be committed on his person, is prevented from quitting.

c.) When the recruit, neophyte or applicant having undergone hazing is prevented from reporting the unlawful act to his parents or guardians, to the proper school authorities or to the police authorities, through force, violence, threat or intimidation;

d.) When the hazing is committed outside of the school or institution; or

e.) When the victim is below twelve (12) years of age at the time of hazing.

The owner of the place where the hazing is conducted shall be liable as an accomplice, when he/she has actual knowledge of the hazing conducted therein but failed to take any action to prevent the same from occurring. If the hazing is held in the home of one of the officers or members of the fraternity, sorority, group, or organization, the parent shall be held liable as principals when they have actual knowledge of the hazing conducted therein but failed to take any action to prevent the same from occurring.

The school authorities including faculty members who consent to the hazing or who have actual knowledge thereof, but failed to take any action to prevent the same from occurring shall be punished as accomplices for the acts of hazing committed by the perpetrators.

The officers, former officers or alumni of the organization, group, fraternity or sorority who actually planned the hazing although not present when the acts constituting the hazing were committed shall be liable as principals. Officers or members of an organization, group, fraternity

or sorority's adviser who is present when the acts constituting the hazing were committed and failed to take any action to prevent the same from occurring shall be liable as a principal.

The presence of any person during the hazing is prima facie evidence of participation therein as a principal unless he prevented the commission of the acts punishable herein.

Any person charged under this provision should not be entitled to the mitigating circumstances that there was no intention to commit so grave a wrong.

This section shall apply to the president, manager, director, or other responsible officer of a corporation engaged in hazing as a requirement for employment in the manner provided herein.

ANNEX D - REPUBLIC ACT NO. 9165

AN ACT INSTITUTING THE COMPREHENSIVE DANGEROUS DRUGS ACT OF 2002, REPEALING REPUBLIC ACT NO. 6425, OTHERWISE KNOWN AS THE DANGEROUS DRUGS ACT OF 1972, AS AMENDED, PROVIDING FUNDS THEREFOR, AND FOR OTHER PURPOSES

Be it enacted by the Senate and House of Representatives of the Philippines in Congress

Section 1. Short Title. – This Act shall be known and cited as the "Comprehensive Dangerous Drugs Act of 2002".

Section 2. Declaration of Policy. – It is the policy of the State to safeguard the integrity of its territory and the well-being of its citizenry particularly the youth, from the harmful effects of dangerous drugs on their physical and mental well-being, and to defend the same against acts or omissions detrimental to their development and preservation. In view of the foregoing, the State needs to enhance further the efficacy of the law against dangerous drugs, it being one of today's more serious social ills.

ARTICLE I

Definition of terms

Section 3. Definitions. As used in this Act, the following terms shall mean:

(a) Administer. – Any act of introducing any dangerous drug into the body of any person, with or without his/her knowledge, by injection, inhalation, ingestion or other means, or of committing any act of indispensable assistance to a person in administering a dangerous drug to himself/herself unless administered by a duly licensed practitioner for purposes of medication.

(b) Board. - Refers to the Dangerous Drugs Board under Section 77, Article IX of this Act.

(c) Centers. - Any of the treatment and rehabilitation centers for drug dependents referred to in Section 34, Article VIII of this Act.

(d) Confirmatory Test. – An analytical test using a device, tool or equipment with a different chemical or physical principle that is more specific which will validate and confirm the result of the screening test.

(e) Pusher. – Any person who sells, trades, administers, dispenses, delivers or gives away to another, on any terms whatsoever, or distributes, dispatches in transit or transports dangerous drugs or who acts as a broker in any of such transactions, in violation of this Act.

(f) School. – Any educational institution, private or public, undertaking educational operation for pupils/students pursuing certain studies at defined levels, receiving instructions from teachers, usually located in a building or a group of buildings in a particular physical or cyber site.

(g) Screening Test. – A rapid test performed to establish potential/presumptive positive result.

(h) Sell. – Any act of giving away any dangerous drug and/or controlled precursor and essential chemical whether for money or any other consideration.

(i) Use. – Any act of injecting, intravenously or intramuscularly, of consuming, either by chewing, smoking, sniffing, eating, swallowing, drinking or otherwise introducing into the physiological system of the body, and of the dangerous drugs.

ARTICLE II

Unlawful Acts and Penalties

Section 15. Use of Dangerous Drugs. – A person apprehended or arrested, who is found to be positive for use of any dangerous drug, after a confirmatory test, shall be imposed a penalty of a minimum of six (6) months rehabilitation in a government center for the first offense, subject to the provisions of Article VIII of this Act. If apprehended using any dangerous drug for the second time, he/she shall suffer the penalty of imprisonment ranging from six (6) years and one

(1) day to twelve (12) years and a fine ranging from Fifty thousand pesos (P50,000.00) to Two hundred thousand pesos (P200,000.00): *Provided*, That this Section shall not be applicable where the person tested is also found to have in his/her possession such quantity of any dangerous drug provided for under Section 11 of this Act, in which case the provisions stated therein shall apply.

ARTICLE III

Dangerous Drugs Test and Record Requirements

Section 36. *Authorized Drug Testing.* – Authorized drug testing shall be done by any government forensic laboratories or by any of the drug testing laboratories accredited and monitored by the DOH to safeguard the quality of test results. The DOH shall take steps in setting the price of the drug test with DOH accredited drug testing centers to further reduce the cost of such drug test. The drug testing shall employ, among others, two (2) testing methods, the screening test which will determine the positive result as well as the type of the drug used and the confirmatory test which will confirm a positive screening test. Drug test certificates issued by accredited drug testing centers shall be valid for a one-year period from the date of issue which may be used for other purposes. The following shall be subjected to undergo drug testing:

Students of secondary and tertiary schools. – Students of secondary and tertiary schools shall, pursuant to the related rules and regulations as contained in the school's student handbook and with notice to the parents, undergo a random drug testing: *Provided*, That all drug testing expenses whether in public or private schools under this Section will be borne by the government;

In addition to the above stated penalties in this Section, those found to be positive for dangerous drugs use shall be subject to the provisions of Section 15 of this Act.

Section 37. *Issuance of False or Fraudulent Drug Test Results.* – Any person authorized, licensed or accredited under this Act and its implementing rules to conduct drug examination or test, who issues false or fraudulent drug test results knowingly, willfully or through gross negligence, shall suffer the penalty of imprisonment ranging from six (6) years and one (1) day to twelve (12) years and a fine ranging from One hundred thousand pesos (P100,000.00) to Five hundred thousand pesos (P500,000.00).

An additional penalty shall be imposed through the revocation of the license to practice his/her profession in case of a practitioner, and the closure of the drug testing center.

Section 38. *Laboratory Examination or Test on Apprehended/Arrested Offenders.* – Subject to Section 15 of this Act, any person apprehended or arrested for violating the provisions of this Act shall be subjected to screening laboratory examination or test within twenty-four (24) hours, if the apprehending or arresting officer has reasonable ground to believe that the person apprehended or arrested, on account of physical signs or symptoms or other visible or outward manifestation, is under the influence of dangerous drugs. If found to be positive, the results of

the screening laboratory examination or test shall be challenged within fifteen (15) days after receipt of the result through a confirmatory test conducted in any accredited analytical laboratory equipment with a gas chromatograph/mass spectrometry equipment or some such modern and accepted method, if confirmed the same shall be *prima facie* evidence that such person has used dangerous drugs, which is without prejudice for the prosecution for other violations of the provisions of this Act: *Provided*, That a positive screening laboratory test must be confirmed for it to be valid in a court of law.

ARTICLE IV

Participation of the Family, Students, Teachers and School Authorities in the Enforcement of this Act

Section 41. *Involvement of the Family.* – The family being the basic unit of the Filipino society shall be primarily responsible for the education and awareness of the members of the family on the ill effects of dangerous drugs and close monitoring of family members who may be susceptible to drug abuse.

Section 42. *Student Councils and Campus Organizations.* – All elementary, secondary and tertiary schools' student councils and campus organizations shall include in their activities a program for the prevention of and deterrence in the use of dangerous drugs, and referral for treatment and rehabilitation of students for drug dependence.

Section 43. *School Curricula.* – Instruction on drug abuse prevention and control shall be integrated in the elementary, secondary and tertiary curricula of all public and private schools, whether general, technical, vocational or agro-industrial as well as in non-formal, informal and indigenous learning systems. Such instructions shall include:

- (1) Adverse effects of the abuse and misuse of dangerous drugs on the person, the family, the school and the community;
- (2) Preventive measures against drug abuse;
- (3) Health, socio-cultural, psychological, legal and economic dimensions and implications of the drug problem;
- (4) Steps to take when intervention on behalf of a drug dependent is needed, as well as the services available for the treatment and rehabilitation of drug dependents; and
- (5) Misconceptions about the use of dangerous drugs such as, but not limited to, the importance and safety of dangerous drugs for medical and therapeutic use as well as the differentiation between medical patients and drug dependents in order to avoid confusion and accidental stigmatization in the consciousness of the students.

Section 44. *Heads, Supervisors, and Teachers of Schools.* – For the purpose of enforcing the provisions of Article II of this Act, all school heads, supervisors and teachers shall be deemed persons in authority and, as such, are hereby empowered to apprehend, arrest or cause the apprehension or arrest of any person who shall violate any of the said provisions, pursuant to Section 5, Rule 113 of the Rules of Court. They shall be deemed persons in authority if they are in the school or within its immediate vicinity, or even beyond such immediate vicinity if they are in attendance at any school or class function in their official capacity as school heads, supervisors, and teachers.

Any teacher or school employee, who discovers or finds that any person in the school or within its immediate vicinity is liable for violating any of said provisions, shall have the duty to report the same to the school head or immediate superior who shall, in turn, report the matter to the proper authorities.

Failure to do so in either case, within a reasonable period from the time of discovery of the violation shall, after due hearing, constitute sufficient cause for disciplinary action by the school authorities.

Section 45. *Publication and Distribution of Materials on Dangerous Drugs.* – With the assistance of the Board, the Secretary of the Department of Education (DepEd), the Chairman of the Commission on Higher Education (CHED) and the Director-General of the Technical Education and Skills Development Authority (TESDA) shall cause the development, publication and distribution of information and support educational materials on dangerous drugs to the students, the faculty, the parents, and the community.

Section 46. *Special Drug Education Center.* – With the assistance of the Board, the Department of the Interior and Local Government (DILG), the National Youth Commission (NYC), and the Department of Social Welfare and Development (DSWD) shall establish in each of its provincial office a special education drug center for out-of-school youth and street children. Such Center which shall be headed by the Provincial Social Welfare Development Officer shall sponsor drug prevention programs and activities and information campaigns with the end in view of educating the out-of-school youth and street children regarding the pernicious effects of drug abuse. The programs initiated by the Center shall likewise be adopted in all public and private orphanage and existing special centers for street children.

Rosalie Diola-Esteban

090642124708

Curriculum Vitae



SUMMARY OF QUALIFICATIONS

- Has a strong passion for teaching Science
- Versatile and dedicated child advocate with a focus on the individual differences of learners.
- Kind-hearted and emphatic professional teacher with genuine interest in learners' growth and development.
- Able to integrate concepts and practical ideas and apply them to actual classroom situation.
- Able to develop and implement modular lessons using multi-sensory approach.
- A self-driven leader with excellent communication and interpersonal skills.
- Views teaching and learning as dynamic and interactive process.

EDUCATION AND CREDENTIALS

Graduate School:

Philippine Normal University, Taft Avenue, Manila Philippines

Master of Arts in Educational Management (June 2011-Present)

Master of Arts in Physics, November 2005- May 2009 (Completed Academic Units)

College:

Angelicum College, M.J. Cuenco St., Quezon City

Bachelor of Secondary Education major in Science, Graduated, 2002

Trainings:

University of Caloocan City, Meeting the Challenges of Outcomes-Based Education, May 2015

University of East Manila, Counseling and The Law, April 2011

University of Perpetual Help System DALTA, Pamplona, Las Piñas City, Proposed Revisions on the Manual of Regulations for Private Schools, February 2010

Angelicum College, Quezon City, Understanding by Design: Theory and Practice Seminar, September 2009

SPD Education Consultancy Services, Traders Hotel, Roxas Blvd., Pasay City, Most Frequently Asked Legal Questions Affecting Private Education, September 2009

University of Perpetual Help Rizal, Pamplona 3, Las Piñas City, Year-End Conference and Assembly of School Heads, Principals and Administrators, March 2006

Work Experiences:

University of Caloocan City, Instructor III, November 2014 - Present

Divine Mercy College Foundation, Inc., Caloocan City, Professor, June 2012-March 2014

Seibo College Foundation, Inc., Malabon City, Principal, June 2009 – April 2012

Seibo College Foundation, Inc., Malabon City, Higher-Level Science Facilitator, June 2004 – May 2009

Angelicum College, Quezon City, Science Laboratory Technician, May 2002-May 2003

Personal Background:

Status: Married with 1 child

Religion: Roman Catholic

Age: 39 years old