The Student Services Program at La Salle University: Suggested Activities for Improvement

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Abstract - Various non-academic activities are designed to enrich the scholastic life of students. These activities are scaffold in the student services program. Thus, this study is undertaken with the aim of getting the zest of the important student services that touched and transform the college students' lives at La Salle University, Ozamiz City, Philippines. The descriptive - evaluative research was used to describe the student services program and suggested activities for improvement were proposed. The study found out that the university's best features in student services are in the areas of: admission policies, objectives of the guidance program and services, campus ministry services, research and evaluation, and co-curricular programs and activities. However, the university has to pay closer attention to organization and administration of the student services program, information dissemination of the guidance program and services, and students' assistance programs. Further, the university has made efforts to provide students with functional student services program to develop their wholistic being.

Keywords - student services, student's assistance program

INTRODUCTION

Student support services are the ways and means to provide additional help to the students. These comprise a cluster of facilities and activities that are intended to make the learning process easier and more interesting to the learners (Rashid, 1998). Students' perception on student development programs and to academic support was the most relevant in collegiate experiences (Farrell, 1997). Further, Sewart (1993, in Choudhry, Gujjar, and Hafeez, 2008) points out that the structure and activities of student support services are dependent upon the infinite needs of the learners and these services lead to the realization of the instructional objectives of the institution (Gupta and Ghugtai, 2002). As Shidi (1995) reveals that the major determinants of enrolment are family, friends, and alumni. However, academic support and extracurricular offerings were the major factors of students' perseverance and a variety of non-academic environmental factors were the reasons that students leave school prior to graduating. The more academic and non-academic activities the students engage in, the more wholesome their experiences will be. Erickson (1996) reports that students who had good emotional awareness felt they had good emotional management. This results to students' better management of stress, scholastic problems, time, and studies. Student support services are similar to student services program in this present study.

The school has the responsibility to cooperate with the family and other social institutions to develop the total personality of the student. Thus, a program of student services, directed and coordinated by a professionally trained staff, is an integral part of institutional planning and operation. This program should be designed to assist the individual student to attain maximum self-realization and to become effective in his social environment. The institution's program of student services should complement the academic program (PAASCU Standards).

OBJECTIVES OF THE STUDY

The purpose of this study was to evaluate the student services program of La Salle University, Ozamiz City, Philippines for the academic year 2007-2008. Based on the findings of the study, suggested

activities for improvement are proposed. Furthermore, the study aimed to assess the student services program in the following dimensions as rated by the summer 2008 graduating students: organization and administration; admissions; student orientation; guidance program and services; student assistance program; co-curricular programs and activities; and alumni?

METHODOLOGY

The study used the descriptive - evaluative research to describe the student services program. The formative evaluation of the student services program provides data to the university for the purpose of improving its student services programs. Thus, the graduating students assess the student services program and use this information for program improvement. The primary tool utilized in this study was the evaluation tool secured from the Philippine Accrediting Association for Schools, Colleges and Universities (PAASCU). The summer 2008 graduating students evaluated the student services program.

The graduating students' observations and experiences were solicited by asking them to rate each item in the questionnaire according to their approximation to evaluate the different divisions in the student services program. In determining the profile of the graduating students' responses, the weighted mean was utilized to describe the following divisions in the student services program, namely: organization and administration; admissions; student orientation; guidance program and services; student assistance program; co-curricular programs and activities; and alumni. A focused group discussion (FGD) was also employed to further validate the data.

RESULTS AND DISCUSSION

Student Services Program. There are seven areas included in the student services program, namely: organization and administration; admission; student orientation; guidance program and services; student assistance program; co-curricular programs and activities; and alumni.

Organization and Administration. The organization and administration include the objectives, student services program, and administrative support which are rated satisfactory by the graduating students.

The school's program of student services clearly reflects the purposes and objectives of the institution. It is supported by the needed physical facilities and adequate financial resources to meet its objectives. Lines of administrative relationship and cooperation are clearly shown. Its objectives and program of activities and services should be known and accepted by the administration, faculty and students (PAASCU Standards). The indicators of organization and administration of the student services program are shown in Table 1.

Table 1. Organization and administration of the
student services program

Indicators	Mean	Verbal Description
Objectives		
They are geared towards student welfare, growth and development.	4.16	Satisfactory
The objectives of the Student Services Program are clearly stated.	4.14	Satisfactory
They are in harmony with and contributory to the objectives of the institution.	4.14	Satisfactory
They are known and understood by the students, faculty and the school administration.	3.91	Satisfactory
They are well-publicized.	3.91	Satisfactory
Grand Mean	4.05	Satisfactory
Student Services Program (SSP)		
The SSP pattern of organization and relationships with the school administration, the instructional program and the community are clearly shown in the organizational chart.	4.19	Satisfactory
The functions of the Office of Student Services are well-defined.	4.00	Satisfactory
The Office of Student Services office is staffed with professionally qualified personnel.	3.83	Satisfactory

The Student Services meet student needs and are sufficiently availed of by the students.	3.61	Satisfactory
Grand Mean	3.91	Satisfactory
Administrative Support		
The various Student Services are provided with adequate personnel, physical facilities, equipment and materials.	4.22	Excellent
The programs and activities provided by the Office of Student Services with the collaboration of the students are recognized and allotted sufficient time and attention by the administration.	4.00	Satisfactory
The area of Student Services is represented in the policy and decision-making bodies of the college or institution.	4.00	Satisfactory
The Student Services staff and personnel receive salaries commensurate to their professional preparation, position, and nature of work.	3.77	Satisfactory
There is a sufficient budget for Student Services.	3.55	Satisfactory
Grand Mean	3.90	Satisfactory

Legend: 4.21 – 5.00   -   Excellent
            3.41 – 4.20   -   Moderately Extensive
            2.61 – 3.40   -   Satisfactory
            1.81 – 2.60   -   Missing
            1.00 – 1.80   -   Not Needed

The students have satisfactory rating on the objectives of the student services program. They report that the objectives are geared toward their welfare, growth, and development; clearly stated; and in harmony with and contributory to the objectives of the institution. However, the students note that the objectives of the student services program be known and should be understood by the students, faculty and the school administration by making these objectives well-publicized.

The student services program (SSP) was rated satisfactory. Students perceive that the SSP pattern of organization and relationships with the school administration, the instructional program and the community

are clearly shown in the organizational chart. Thus, the functions of the Office of Student Services are well-defined. On the other hand, the graduating students cite that the Office of Student Services is staffed with professionally qualified personnel. With this, the Student Services meet students' needs and are sufficiently availed of by them.

In terms of administrative performance, the graduating students reveal that thevarious student services program are provided with adequate personnel, physical facilities, equipment and materials. Thus, the programs and activities provided by the office of student services in collaboration with the students are recognized and allotted sufficient time and attention by the administration. According to the graduating students, the area of student services is represented in the policy and decision-making bodies of the university. However, they have low rating regarding the student services staff and personnel's salaries that commensurate to their professional preparation, position, and nature of work; and on the budget for student services.

Admissions. The admissions program of a college or university should provide for the proper selection and direction of prospective students. Policies and practices should clearly reflect the objectives of the institution and meet government regulations. Through established admissions criteria, the institution should be able to select and classify applicants who show reasonable chance for success in the different courses that they have chosen (PAASCU Standards). The indicators for admissions are displayed in Table 2.

Table 2. Admissions

Indicators	Mean	Verbal Interpretation
Admission Policies		
Policies and procedures reflect the institutional purposes and objectives.	4.39	Excellent
The admissions program is headed by an officer or director of admissions.	4.39	Excellent
There is an admissions program, which provides clearly defined policies and procedures on the selection and admission of students.	4.33	Excellent

Policies and procedures are contained in the school's catalogue or Bulletin of Information.	4.08	Satisfactory
The head of Student Services participates in the formulation of admission policies.	4.08	Satisfactory
The school utilizes effective tools and devices in the selection and admission of students.	4.05	Satisfactory
Grand Mean	**4.22**	**Excellent**
Admission Procedures		
The statements of admission procedures are distributed early to feeder schools.	4.26	Excellent
The forms filled out by or for the incoming students contain the information needed for their permanent record.	4.18	Satisfactory
There is a clear policy on student retention.	4.15	Satisfactory
Early applications are encouraged so that those not accepted can apply elsewhere.	4.03	Satisfactory
	(3.94)	
The admission procedures are:	**4.11**	**Satisfactory**
a. clearly stated in the catalogue or prospectus		
b. described in bulletin board announcements	**3.82**	Satisfactory
c. simple and easy to follow		Satisfactory
d. executed in an orderly manner	**3.82**	Satisfactory
		Satisfactory
e. followed by all incoming students alike	**3.82**	Satisfactory
	4.17	
Grand Mean	**4.11**	**Satisfactory**

Admissions are categorized into policies and procedures. It can be noted in the data that the university is extensively implementing its admission policies. These policies and procedures reflect the institutional purposes and objectives. The admissions program is headed by an officer or director of admissions. Further, the admissions program provides clearly defined policies and procedures on the selection and admission of students. However, there is a need for the university to utilize effective tools and devices in the selection and admission of students.

On the other side, the graduating students rated satisfactorily the admission procedures. There is an extensive distribution of the statements of admission procedures to feeder schools. But, there is a

need to state the admission procedures in the catalogue or prospectus and bulletin board announcements which are stated simply and easy to follow, and is executed in an orderly manner.

Student Orientation. The college should have a program designed to orient new students as well as to reorient old students to the general philosophy and the characteristic values of the particular institution. This program, which could be concentrated into a few days prior to the beginning of regular course work, or extended for a longer period, should include general class lectures, group and individual conferences and social activities. The effectiveness of an orientation program is measured by the degree to which students are able to acquire or assimilate the necessary knowledge about the school and its purposes and objectives, in such a way as to be able to adjust themselves easily and pleasantly to the new school and to feel therein a sense of security and belonging.

The orientation program should be periodically reviewed and evaluated by the administration, faculty, students and new graduates, so as to insure its relevance and usefulness.

The student orientation program aims at student adjustment to college life. The students reveal that there is an extensive effort of the university to orient both the freshmen and transferees. However, on going orientation program for the other year levels is moderately extensive. Students in the higher levels learn about the university's whereabouts through bulletin board displays and meetings which not all students have read/attended. Further, they reveal that well-organized and systematically implemented programs were also moderately extensive.

Guidance Program and Services. Student services are grouped into a sound and functional guidance program directed towards the welfare and the total personality development of the students. The objectives of the guidance program must be consonant with the purposes and goals of the institution.

The guidance program offers the following services: (a) the Individual Inventory Service gives information about the student to aid him towards self-knowledge and self-realization; (b) the Testing - provides data for (a); (c) The Information Service provides the student with sufficient educational, social and occupational data to guide his choices and decisions; (d) the Individual and Group Counseling

helps the student to develop into a fully-integrated, mature and responsible person; (e) the Placement and Follow-up Services provide career counseling, systematic contacts with alumni, job placement opportunities, and provisions for continuing education and involvement in community service; (f) the Research and Evaluation gauge the effectiveness of the student services program for its possible improvement. The areas in guidance program and services are manifested in Table 4.

Objectives. The objectives of the guidance program are oriented towards student self-realizations and total personality. The students' evaluation is supported by the activities, seminar-workshops, job fair that the guidance center is offering to them. Further, the students say that the guidance objectives are in consonance with the purposes and objectives of the institution that is the total transformation of their lives.

Individual Inventory Service. The students report that there is an extensive efforts of the guidance personnel to gather data about each student, his needs, abilities, interests, as well as his educational and family background as compiled and filed in a cumulative folder. This information about the student is kept up-to-date regularly through interviews. However, the counselors' maintenance and respectfulness on confidentiality of certain data about the students and the good use of information in guiding them are rated moderately extensive.

Testing. There is an extensive practice to make test results available to the student to help him/her gain self-understanding. However, the utilization by the faculty and administrations of these test results to meet students' needs is moderately extensive.

Information Service. The programs for information disseminations on relevant educational, occupational and social information to students and their parents were rated moderately extensive.

Table 4. Guidance program and services

Indicators	Mean	Verbal Interpretation
Objectives		
The objectives of the guidance program are oriented towards student self–realization and total personality development.	4.33	Excellent
They are consonant with the purposes and objectives of the institution.	4.19	Satisfactory
Grand Mean	**4.26**	**Excellent**
Services		
Information data about each student, his needs, abilities, interests, as well as his educational and family background, are compiled and filed in a cumulative folder.	4.22	Excellent
Information about the students is kept up-to-date.	4.19	Satisfactory
Confidentiality of certain data about the student is maintained and respected.	4.03	Satisfactory
The counselor makes good use of such information in guiding students.	3.94	Satisfactory
Grand Mean	**4.09**	**Satisfactory**
Testing Program		
Results are made available to the student to help him gain self-understanding.	4.25	Excellent
There is a systematic and continuing testing program.	4.11	Satisfactory
The tests and evaluative techniques being used are valid, reliable and useful.	4.02	Satisfactory
Results are utilized by the faculty and administrators for meeting student needs.	4.00	Satisfactory
Grand Mean	**4.09**	**Satisfactory**
Information		
The information provided is up-to-date and systematically organized.	4.00	Satisfactory
Relevant educational, occupational and social information is properly disseminated to students and their parents.	3.82	Satisfactory
Grand Mean	**3.92**	**Satisfactory**

Counseling

The faculty is oriented to the counseling services so as to facilitate coordination and referrals.	4.08	Satisfactory
The counseling staff regularly participate in in-service training.	4.08	Satisfactory
Counseling services are coordinated with other sectors of the school and community to promote the student's total development.	4.05	Satisfactory
The ratio between the number of counselors and the number of students is adequate.	4.02	Satisfactory
Efforts are exerted to reach as many students as possible.	4.02	Satisfactory
The nature and the purpose of the counseling process are understood by the students.	4.00	Satisfactory
Individual and group counseling are available to all students.	3.80	Satisfactory
Grand Mean	**4.00**	**Satisfactory**

Placement and Follow – up

The school provides career counseling to prospective graduates in preparation for their entry into a career or employment.	4.34	Excellent
Career guidance is provided to enable students to choose appropriate programs/major courses or fields of specialization.	4.05	Satisfactory
The school maintains systematic contact with its graduates and alumni.	4.05	Satisfactory
Formal linkages are established with the employment sector for systematic recruitment and orientation of graduating students.	4.02	Satisfactory
Follow-up studies of graduates are made to evaluate their preparedness for work and acceptability for employment.	4.00	Satisfactory
It involves alumni in its programs for placement, continuing education and community involvement.	3.82	Satisfactory
Grand Mean	**4.04**	**Satisfactory**

Campus Ministry

Campus Ministry services have an impact on the students.	4.28	Excellent
There is an office in charge of Campus Ministry.	4.25	Excellent
Grand Mean	**4.26**	**Excellent**

Research and Evaluation

Evaluation results guide changes in school policies, the academic program, and the Services.	4.25	Excellent
Research findings are utilized by administrators, faculty and the Student Services staff.	4.22	Excellent
There is a continuing and systematic evaluation of the effectiveness of the Student Services.	4.16	Satisfactory
Grand Mean	**4.21**	**Excellent**

Table 5. Student assistance program

Indicators	Mean	Verbal Interpretation
Financial Aid		
The school offers financial aid to deserving and needy students.	4.19	Satisfactory
The program is supported by community resources in addition to a definite allocation in the school budget.	4.16	Satisfactory
Information about the Assistance Program is disseminated to the community and feeder schools.	3.91	Satisfactory
The financial assistance program is systematically managed.	3.80	Satisfactory
Grand Mean	**4.01**	**Satisfactory**
Health Services		
Professionally trained personnel carry out the health care program.	4.30	Excellent
Health care is available during all school hours.	4.11	Satisfactory
Adequate facilities and necessary medical-dental supplies are provided.	4.08	Satisfactory
Parents or guardians are informed when students have serious health problems.	4.02	Satisfactory
Records are kept systematically and up-to-date.	3.94	Satisfactory
A Health Education program is made available to the students.	3.86	Satisfactory
Grand Mean	**4.05**	**Satisfactory**
Food Services		
The health examination of food service personnel and the inspection of food served are attended to regularly.	4.44	Excellent

Food services are efficiently managed and supervised by competent staff.	4.16	Satisfactory
Food services provide nutritious, well-balanced reasonably priced meals.	4.08	Satisfactory
Food is prepared and served in a sanitary and comfortable place.	4.05	Satisfactory
Grand Mean	**4.18**	**Satisfactory**
Housing Facilities		
There is a definite school policy regarding housing facilities.	3.77	Satisfactory
Measures are taken by the administration to provide:	(3.48)	Satisfactory
a. professionally trained resident managers/ directors.	3.33	Satisfactory
b. comfortable and sanitary living quarters.	3.36	Satisfactory
c. adequate recreational facilities.	3.52	Satisfactory
d. supervised programs for weekends and holidays.	3.38	Satisfactory
e. special orientation programs for new residents.	3.63	Satisfactory
f. rooms conducive to quiet study and concentration.	3.44	Satisfactory
g. coordination with the university administration personnel, such as the academic adviser, counselors, director of student activities, the testing bureau staff, the health services, staff, etc. as the case may require.	3.73	Satisfactory
Grand Mean	**3.62**	**Satisfactory**
Other Services (Transportation)		
Transportation facilities are made available for off - campus student activities.	3.88	Satisfactory

Counseling. There is also a moderately extensive rating on the orientation of the faculty on the counseling services so as to facilitate coordination and referrals; in-service training of the counseling staff; coordination with the other sectors of the school and community to promote the students' total development; ratio between the number of students and counselors; and the counselors' efforts to reach as many students as possible. Thus, students give a low rating to individual and group counseling.

Placement and Follow-up. The students believe that the university extensively provides career counseling to prospective graduates in preparation for their entry into a career or employment. This is observable in the regular job fairs initiated by the guidance personnel. The university also works closely with the Department of Labor and Employment (DOLE) through the university's PESO manager.

However, there is a need to involve alumni in the guidance program for placement, continuing education and community involvement as revealed in the low ratings.

Campus Ministry. The students highly commend that the campus ministry services have an extensive impact on them through its office. This clearly show that students availed the various activities of the campus ministry office like daily masses, reflections, kumustahan, and seminar-workshops.

Research and Evaluation. Students are actively involved in the evaluation of any school activities and programs. They report that evaluation results are extensively utilized in the change in school policies, academic programs, and student services. These research findings are also extensively utilized by administrators, faculty, and student services staff.

Student assistance program. The school has a well-organized student assistance program, which provides the students with the needed financial aid, health services, etc. The student assistance programs are shown in Table 5.

Financial Aid. The university created the Students' Fund Assistance (STUFAS). This is a way of offering financial aid to deserving and needy students. The university's STUFAS program is supported by the Development Office who source out funds in addition to a definite allocation in the school budget. However, the students suggest that there is a need to disseminate the information about the assistance program to community and feeder schools. This resulted to the students' low-rating on the systematic management of financial assistance program.

Health Services. The university has professionally trained personnel who carry out the health care program. Students reveal that the university extensively considers the competence of the health personnel and makes sure that health care is available during all school hours. However, the health education program should be made available to them. Records must be kept systematically and up-to-date.

Food Services. There is an extensive health examination of food service personnel and the inspection of food served is attended to regularly. However, the following are rated moderately extensive: providing nutritious foods, preparing and serving foods in a sanitary and comfortable place, and managing and supervising the food services staff.

Housing Facilities. The students rate the housing facilities low. The data show that there is a need for the university to provide professionally trained resident managers/directors; comfortable and sanitary living quarters; supervised programs for weekends and holidays; and rooms conducive to quiet study and concentration. They also believe that there should be a definite school policy regarding housing facilities.

Other Services. The university owns three school buses. The students reveal that transportation facilities should be made available for off-campus student activities.

Co-curricular programs and activities. The school provides a variety of suitable co-curricular activities contributory to student development and supportive of the school's objectives. The co-curricular programs are well- organized and directed by a competent staff including qualified faculty members. Students are encouraged to take advantage of such activities that would contribute to the development of their talents and potentials. Programs and activities are evaluated so as to determine their effectiveness for student development. Table 6 displays the students ratings on co-curricular programs and activities.

The co-curricular programs and activities are extensively facilitated by faculty advisers for all student organization. The effectiveness of co-curricular activities and campus organizations are extensively evaluated by the students. These evaluation results are the basis for the improvement or revision of the program. Furthermore, the university extensively provides a variety of co-curricular programs and activities contributory to student development and supportive of the university's educational objectives. However, the students reveal that the university's policy for campus organizations and co-curricular activities should be clear and generally accepted by them.

Table 6. Co-curricular programs and activities

Indicators	Mean	Verbal Interpretation
There are faculty advisers for all student organizations.	4.41	Excellent
The effectiveness of co-curricular activities and campus organizations is regularly evaluated. a. Students participate in the evaluation of co-curricular activities b. Evaluation results are taken into consideration in the improvement or revision of the program.	4.33 4.25	Excellent Excellent
The school provides a variety of co-curricular programs and activities contributory to student development and supportive of the school's educational objectives.	4.25	Excellent
The program of co-curricular activities includes student publication, community projects, etc.	4.19	Satisfactory
There is a harmonious balance between the academic and the co-curricular activities of students.	4.16	Satisfactory
Co-curricular activities are under the direction and supervision of a qualified official (Dean of Student Affairs, or his equivalent).	4.13	Satisfactory
The school provides functional leadership training designed to tap the students' talents and develop them maximally.	4.13	Satisfactory
The school's policy for campus organizations and co- curricular activities is clear and generally accepted by the students.	4.11	Satisfactory
Grand Mean	**4.21**	**Excellent**

Alumni. The influence of the college/university extends beyond its walls through its alumni. The alumni are formally organized and the institution has a designated person responsible for alumni relations. Objectives of the alumni association are clear and well-disseminated. The association has a specific role in the general program of the institution and services are available to alumni through the alumni office. Table 7 shows the indicators on alumni.

Table 7. Alumni

Indicators	Mean	Verbal Interpretation
There is a formally organized Alumni Association.	4.19	Satisfactory
A list of alumni involved in various meritorious projects or programs is kept up-to-date and disseminated to the school on different levels.	4.16	Satisfactory
The alumni show interest and are involved in the continuing development of the institution.	4.13	Satisfactory
Its objectives are published and distributed to its members and the prospective graduates of the school.	4.08	Satisfactory
Grand Mean	**4.14**	**Satisfactory**

The college program for the Alumni Association and for follow-up service should make provisions for maintaining contact with graduates and drawing on their resources for employment, support of development plans and other worthy activities. In turn, the alumni must be assured of the school's interest in their welfare.

The university created an office to look into the affairs/welfare of the alumni. The students rated moderately extensive the formulation of organized Alumni Association as well as the involvement of the alumni in various meritorious projects or programs. Moreover, the study manifests that there is a need to publish and distribute the objectives of the Alumni Association to its members and prospective graduates of the school. This is to cultivate the interest and involvement of the alumni in the continuing development of the institution.
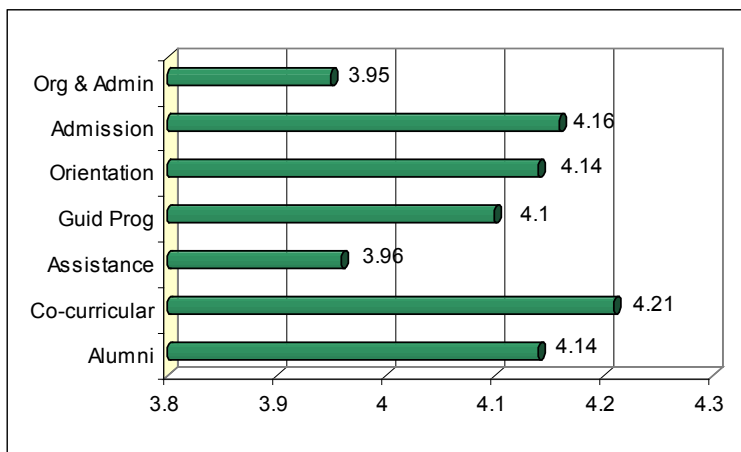
Figure 1. Summary of Student Services Program

The data show that the best feature of the university in terms of student services program is the co-curricular activities which are rated extensive by the students. Moreover, they reveal that the conduct of admission, student orientation, alumni, and guidance program and services are moderately extensive. However, there is a need to intensify the organization and administration of the student services program and the student assistance program as manifested in the low ratings.

Strengths and weaknesses of the student services program. The strengths of the student services program are those areas/indicators with 4.20 and up ratings. The administrative supports on various student services are provided with adequate personnel, physical facilities, equipment and materials.

Admission program is headed by an officer or director of admissions who clearly defines policies and procedures or the selection and admission of students. Policies and procedures reflect the institutional purposes and objectives. The statements of admission procedures are distributed early to feeder schools.

The orientation program aims at student adjustment to college life. The objectives of the guidance program are oriented towards student self-realization and total personality developments. Information data about each student are compiled and filed in a cumulative folder.

Test results are made available to the student to help him gain self-understanding. Career counseling is provided to prospective graduates. Campus ministry services have an impact on the students.

Evaluation results guide changes in school policies, academic program, and student services. Research findings are utilized by administration, faculty, and student services staff.

Professionally trained personnel carry out the health care program. The health examination of food service personnel and the inspection of food served are attended to extensively.

There are faculty advisers for all students' organizations. Co-curricular activities and campus organizations are extensively evaluated by students for the improvement/revision of the program. These co-curricular programs and activities are contributory to student development and supportive of the university's educational objectives.

CONCLUSION AND RECOMMENDATIONS

The study reveals that the university's best features in student services are in the areas of: admission policies; objectives of the guidance program and services; campus ministry services; research and evaluation; and co-curricular programs and activities. However, the university has to pay closer attention to organization and administration of the student services program; information dissemination of the guidance program and services; and students' assistance programs.

The university has made efforts to provide students with functional student services program to develop their wholistic being.

It is further recommended that the university will address the weak areas specified by the graduating students. Key people will be identified to address such areas that need improvement. Continuing evaluation will be conducted to other students to have a holistic view on the evaluation of the student services program.

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