



## AWARENESS AND SATISFACTION ON STUDENT AFFAIRS SERVICES (SAS) OF WESTERN PHILIPPINES UNIVERSITY

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<p><b>Received:</b> April 26<sup>th</sup> 2021 <b>Accepted:</b> May 10<sup>th</sup> 2021 <b>Published:</b> June 6<sup>th</sup> 2021</p>	<p>This study determined the significant relationship between the respondents and their level of awareness and satisfaction toward the Office of the Student Affairs Services (OSAS).</p> <p>The study used the Mixed-method, Sequential Explanatory, and Descriptive Design. It employed Cramer's V to know the strength of association of a nominal variable with another nominal or ordinal variable.</p> <p>Most of the students were "<i>Moderately Aware</i>" and "<i>Satisfied</i>" with the services of the Office.</p> <p>Further, the students' awareness is highly prevalent between the "<i>Course</i>" or program taken by the student and the <i>Guidance and Counseling, Religion, and Assessment of Student Organization and Leadership</i> services of OSAS. While the campus's location divulges significance to the Social and Cultural service, lastly, the "<i>Age</i>" of the students has a substantial relationship when it comes to <i>Sports, Student discipline, and Publication services</i>.</p> <p>While with student satisfaction, the campus's location reveals a significant relationship to <i>Guidance and Counseling, Scholarship Section/Student Loan, and Financial Assistance, Assessment of Student Organization, Sports, and Socials and Cultural</i> services. Moreover, a significant relationship also appears between <i>Guidance and Counseling</i> services and the <i>Course</i> taken by the students. Also, the respondents' <i>Age</i> plays substantial importance to the following services: <i>Assessment of Student Organization and Student Discipline</i>. A high significant relationship existed between respondents' satisfaction in <i>Sports and Publication</i> services.</p>

**Keywords:** Student Affairs Services, Awareness, And Satisfaction

### INTRODUCTION

The emerging need to cater to students' interests beyond their academic needs is now globally recognized. The condition created agencies inside the Philippine universities to establish that focuses on these student-centered services. According to the study of Mercado Jr. et al. (2015), the Manual on Student Affairs Services and Programs in Higher Education, developed by the International Association of Student Affairs and Services Professionals (IASAS). Varieties of scaling concepts and service evaluations adopted and formulated by the government and private organizations exist to gauge the quality and validity of the services here in the Philippines. But still, the concept of utilizing the information derived from the assessment divulges grey areas. The generality of the context in the measurement tool against the existing service rendered of State Colleges and Universities is never far from the availability of the funds, facilities, and resources capabilities. Based on the study of Mehdipour (2013). "Satisfaction survey is a management information that continuously captures the voice of the students through the assessment of performance from the student's point of view" Moreover, this endeavor will directly establish transparent communication from the concerned agency. It will refer to the measurement tool according to the functions mandated by the Commission on Higher Education and the adopted services procedures of the student office affairs.

Existing studies have stated some dilemmas toward the funding and the delivery of the student's services in the Philippines, specifically the understaffed offices that should be equipped with proper education and specialty toward its officials and workforce; thus, the inability of some SAS offices is prevalent and inevitable, aside from the existing problems of the education sector of the country when it comes to its facilities, technology, and infrastructure. The researcher wanted to know if the different services of OSAS are being received, recognized, and appreciated by

its clientele. The endeavor focuses on the awareness and satisfaction of the students, particularly for the non-academic services, determined by the University's procedure.

### OBJECTIVES OF THE STUDY

- 1.) Determine the level of Student' awareness on the implementation of the following mandated responsibilities of the Office of the Student Affairs and Services in terms of;
  - a) Guidance and Counselling;
  - b) Admission Section;
  - c) Scholarship Section;
  - d) Student Loan and Financial Assistant;
  - e) Student Organization and Leadership Section;
  - f) Sports, Socials and Cultural Section;
  - g) Students Discipline and Tribunal Section; and
  - h) Publication Section?
- 2.) Determine the level of Student' satisfaction on the following mandated responsibilities of the Office of the Student Affairs and Services in terms of;
  - a) Guidance and Counselling;
  - b) Admission Section;
  - c) Scholarship Section;
  - d) Student Loan and Financial Assistant;
  - e) Student Organization and Leadership Section;
  - f) Sports, Socials and Cultural Section;
  - g) Students Discipline and Tribunal Section; and
  - h) Publication Section?
- 3.) Determine if there's a significant relationship between the demographic profile of the students and their level of awareness in terms of the implementation of the OSAS' services?
- 4.) Determine if there's a significant relationship between the demographic profile of the student and their level of satisfaction in terms of the OSAS' services?

### SCOPE AND DELIMITATIONS OF THE STUDY

The study focused on the level of awareness and satisfaction of the respondents toward the selected services catered by Western Philippines University existing Offices of the Student Affairs and Services, which include: Aborlan, Puerto Princesa, and Quezon campuses including 150 students, they were selected according to a criterion year of residency, they were equally distributed according to their campuses with 33.33 percent representation per each campus, this study had exempted the freshmen from ensuring the adequate time that the OSAS rendered its services.

### FINDINGS OF THE STUDY

#### Students' awareness and satisfaction on the admission services of Office of Students Affairs Services (OSAS).

The majority of the students were "Moderately Aware" with the average mean of 4.38 toward the student service procedures that the OSAS catered under the admission section; notably, students indicated that they are "Extremely Aware" on the particular services such as: procedure 2 "Administers entrance examination to incoming freshman students, walk-in and transferees," (4.63), procedure 1, "Conducts regular orientation to students and other stakeholders regarding admission requirements, policies and procedures," (4.55); and procedure 5, "Posts admission requirements to the university website, bulletin boards for the information of everyone," (4.53).

While the students were generally Satisfied to the admission services with 4.36 average mean rating and a higher satisfaction rating in services such as: procedure 2, "Administers entrance examination to incoming freshman students, walk-in and transferees," and procedure 10, "Accommodates and entertains inquiry of the students, parents, transferees and walk – in," with 4.53 and 4.52 mean ratings with *Very Satisfied* descriptive rating.

This result is elucidated by the study of Kaur (2016), which stated that "The unnecessary formalities and restrictions, complicated admission procedures, fees depositions, casual attitude hinders the quality of good student support services. Administrative procedures must create conditions that enhance the student support in educational institute."

#### Student's awareness and satisfaction on guidance Counseling services of OSAS

Specifies the moderate awareness of the students in terms of Guidance and Counseling services of OSAS with average mean rating of 4.28. The students were "Extremely Aware" and "Very Satisfied" on procedure 2, "Ensures the confidentiality of the client's information, profile, and condition," with 4.53 and 4.50 mean ratings in awareness and satisfaction, while the least mean rating of 4.05 sits on the procedure 14, "Implements intervention measures and follow-up to students' absenteeism and habitual tardiness."

Further, procedure 11, "Conducts activities to reduce the anxiety, depression, and stress of the students," has the lowest satisfaction rating among the Guidance and Counseling services with 4.01 mean, the satisfaction has a general average of 4.27 mean rating with "Satisfied" as adjectival value.

### Students' awareness and satisfaction on the scholarship student loan and Financial Assistance services of OSAS

In terms of students and satisfaction on the scholarship student loan and financial assistance services, the procedure, "Provides free tuition and allowance to academic scholars, athletes and performers" garners the highest mean rating (4.42) among the aids given in the Scholarship, Student Loan and Financial Assistance services with "Extremely Aware" descriptive rating.

In contrast, "Recommends academically able students to philanthropist for scholarship and financial assistance" was rated with the lowest mean rating of 4.03 among the services; consequently, the students were "Moderately Aware" of the services, with 4.11 average mean rating.

When it comes to the satisfaction toward the Scholarship, Student Loan and Financial Assistance services, the students are generally satisfied with 3.76 average mean rating.

The students were very particular with statement, "Accepts and evaluates applications for scholarship and financial assistance of the students." with 3.97 mean rating while the lowest mean of 3.21 and a descriptive rating of "Moderately Satisfied" among the services, belongs to the procedure, "Provides loans to financially incapable students with minimal interest."

### Students' awareness and satisfaction on student organization and leadership services of OSAS

In the area of Student Organization and Leadership services, the results specifies that the students were "Moderately Aware" of the first listed service which is, accrediting student clubs and organization annually with 4.47 mean rating. This service has the highest mean rating among Student Organization and Leadership services, followed by number 3 service which is implementing the Rules and Regulations Governing Organized Student Activities (RRGOSA), with 4.43 mean rating; and an average rating of 4.39 with a descriptive value of "Moderately Aware."

Accordingly, the students were generally "Satisfied" toward the services under Student Organization and Leadership with 4.27 mean rating. Similarly, the procedure with highest satisfaction mean is number the annual accreditation of student clubs and organization; in contrast, the lowest with mean rating of 4.11 is number 5 procedure which is about monitoring the academic performance of the scholars and grantees periodically.

As to findings of the study of Obrero (2013), the students gave the highest mean on the dissemination of information about processes and procedures related to the management of organizations, the provision of information such as guidelines in conducting student activities, and the availability of an office for student organizations. Overall, the respondents assessed the program as highly implemented.

### Students' awareness and satisfaction on Students Discipline and Tribunal services of OSAS

Results reveal that the students were "Moderately Aware" and "Satisfied" with average mean of 4.31 and 4.24 respectively. The procedures: "Address students' grievances and complaints" and "Conduct investigation of students' cases and recommends action to the academic council," correspondingly have 4.31 and 4.30 mean ratings. The mean rating on the satisfaction toward the services garners a notch lower compared to the students' awareness with 4.23 and 4.24, and an average 4.24 mean ratings. This result is comparable to the study of Ibarrientos (2015), which claims that all groups of respondents reflected a very satisfactory rating in all the indicators for student discipline services as far as implementation is concerned.

### Students' awareness and satisfaction on publication services of OSAS

Results show that the students were "Moderately Aware" of the Publication services offered to them as revealed by 4.25, average mean rating. Procedure number 4, which has the highest mean of 4.40, includes the following: "Support the campus publications namely: The Tentacles of WPU-PPC Campus, Pinumbra of WPU- Quezon Campus and the WPU Collegian Student Organization (WPU-CSO) with the following publications: The Collegian, the student official newspaper, Ang Collegian, its Filipino newsletter, the Westwind, official magazine, Senti, the official literary folio and other special issues which are usually released during intramurals, foundation day and Yuletide season." However, the lowest mean rating of 4.07 is observed in procedure number 3, which states "Encourage other media and year book production."

Regarding the satisfaction of the students, the highest mean still lies on procedure number 4, in lieu of satisfaction of the students with 4.30, mean rating, while procedure number 3, also recorded the lowest mean rating of 4.01. The satisfaction mean rating is 4.14, average mean rating with "Satisfied" descriptive value.

Contrastingly, this service has been seen with minimal interest by the respondents of Luna (2015), "Student publication ranked the least (96.20%) as everybody knows publication is a hard task, only a few are interested in writing and publication.

### Students' awareness and satisfaction on sports services of OSAS

Results showed that the students were "Moderately Aware" of sports services of OSAS with 4.26 average mean rating. Procedure number 1, "Conduct regular sports program in the tertiary, secondary and elementary levels to ensure year-round sports activities in the university," has the highest mean rating of 4.43. In contrast, procedure 8 which is "Promote and preserve Philippine Indigenous games and sports," has 4.12 mean rating. In terms of satisfaction, the procedures 1 and 2: "Conduct regular sports program in the tertiary, secondary and elementary levels to ensure year-round sports activities in the university," and "Encourage students' organizations as sports partners for year-round sports activities," have 4.35 mean ratings; while procedure number 8 still remains the lowest with a mean rating of 4.13. Respondents' satisfaction on Sports services has 4.22 average mean with a descriptive rating of "Satisfied."

This is similar with the results in the study of Ibarrientos (2015), "...the sports and athletics services of the college are effectively implemented as evidenced by the prevailing sports and athletic programs the college is providing not only to varsity players but also to students of the physical education department and those who, during their leisure periods, engaged in sports activities."

### **Students' awareness and satisfaction on social and cultural services of OSAS**

The results determine that the average mean rating of the students is 4.38 with the descriptive value "Moderately Aware" in terms of awareness; data indicated that they are "Satisfied" with the average mean rating of 4.30 when it comes to their satisfaction toward the Socials and Cultural services. Procedure 1, "Discover, develop and enhance artistic talents and skills of students, faculty and staff by Organizing annual culture and the arts festival, artistic trainings/workshops and maintaining new and existing cultural and arts groups." has the highest mean ratings when it comes to awareness and satisfaction of students with 4.50 and 4.40 respectively.

On the other hand, procedure number 2 is noted to have with the lowest mean ratings of 4.30 and 4.19, when it comes to both awareness and satisfaction of the students. Number 2 procedure is listed as "Participate in various cultural and arts affairs and competitions such as: sending students to local, regional, national and international culture and the arts competitions."

This result has its subtlety compared to the outcomes of Eisma (2015), which claimed that the student services offered by the university/college are all highly implemented except for the Cultural Development which is very highly implemented. The students are also highly satisfied with the different student services offered by the college/university.

### **Significant relationship between Students' campus and awareness on OSAS services.**

The findings provide the information that among the demographic profile of the students only the Socials and Cultural services has a significant relationship in terms of awareness among the services with 0.019 p-value. Data show that Main or Aborlan Campus (4.64) and Puerto Princesa Campus (4.50) mean ratings are significantly higher than Quezon campus (4.08), the difference with the mean ratings could suggest that Socials and Cultural services in Quezon Campus still has room for promotion for the awareness of the students toward the nature of its services. This is supported by Duncheon & Tierney (2013), "Data analysis revealed three themes pertinent to students' socialization: (a) receiving academic support, (b) taking college courses, and (c) gaining independence. Across these categories, being able to participate in courses at the community college was especially critical for students' socialization."

### **Significant relationship between Students' course and awareness on OSAS services.**

As indicated in the results, there is a significant relationship between Assessment of Student Organization and Leadership Section and the course taken by the students. Data indicate that Student Organization tend to have a higher mean rating depending on the course that they are tracking as the data prove, CED (4.75) and CET (4.78) mean ratings are significantly higher than BSSW (4.11), CCJE (4.22), and CFES (4.18). This is supported by the study of Smith & Chenoweth (2015), "Using assessment of leadership learning outcomes as an intentional means of pairing these two sides of learning – the thinking and the doing – holds promise for making the student experience cohesive and the staff experience collaborative, enriching the involvement of all invested groups."

### **Significant relationship between Students' sex and awareness on OSAS services.**

There is no significant relationship between the respondents' sex and the OSAS services. Further, the table indicates that the students loan has the closest to the acceptance level of .50 p-value. According to Paqueo & Orbeta Jr. (2019), "The Philippines is an example of a country where female vis-à-vis male education has progressed so much that boys now need to catch up with girls. Efforts to promote gender issue in education need to be more nuanced to adhere to the original meaning of the principle of gender equality."

### **Significant relationship between Students' civil status and awareness on OSAS services.**

There is no significant relationship between the civil status of the students and their awareness toward the OSAS services, this may be attributed to the fact that majority of the respondents are singles. This is supported by the findings of Beard & Langlais (2018), "Marriage as an undergraduate student is not the norm, as only 7% of undergraduate students are married. Therefore, marital status may have negative consequences for college students' academic performance, as they navigate marital roles simultaneously with other roles, such as that of student."

### **Significant relationship between Students' religion and awareness on OSAS services.**

The results infer that there is high significant relationship between Guidance and Counseling and the Religion of the students; this signifies that the type of religion of the respondents has indeed affect the awareness on the Guidance & Counseling; specifically, Islam (4.49), UCCP (4.53), and Aglipay (4.94) average means.

According to the findings of Singh (2017), "Need based spirituality and/or religion can be very beneficial when utilized in counseling, and should be considered strength in clients who have strong spiritual or religious beliefs. Many clients use religious coping strategies, which have been found to be beneficial."

### **Significant relationship between Students' Ethnic affiliation and awareness on OSAS services.**

The data suggest a non-existent relationship among the data given in the table, therefore all of the services have accepted the null hypothesis of the study toward the respondent's ethnic affiliation. According to Fuller-Rowell & Doan (2010), "The proportion of same-race students in a school is also an important factor that may influence the social costs of academic success for minority adolescents. Specifically, with more same-race students present, it is possible that experiences of stigmatization and discrimination may occur less often or be less pronounced."

### **Significant relationship between Students' age and awareness on OSAS services.**

The findings state that student's age reveals such high significance, particularly in Sports and Publication services. Further, the data state that the lower age bracket gets, the higher mean there is, this trend slowly regress as the respondent gets older. This could mean the lesser awareness of the senior students toward the abovementioned services since they tend to focus more toward grades, on-the-job, trainings and graduation. Momanyi et al. (2015), also established that students' age had a significant effect on the student's academic performance and students' age had no significant effect on the academic motivation.

### **Significant relationship between Students' year level and awareness on OSAS services.**

There is no significant relationship between the awareness toward the OSAS services and the students' year level. This was supported with the study of Pendon (2016), ss to year level first year to fourth year respondents were very satisfied of student services. Highum, 2000 ...an imperative that every student affairs personnel regardless of year level or degree was charged the tasks to acquire necessary knowledge and skills to carry it out in an effective manner.

### **Significant relationship between Students' campus and satisfaction on OSAS services.**

The results show that Guidance and Counseling has a significant relationship with the Campus in which the student resides, the highest average mean is Quezon Campus (4.43), followed by Main Campus (Aborlan) (4.39), and Puerto Princesa Campus (4.00), which imply that Quezon students are more satisfied with the service. Also, there is a significant relationship with the course of the students with the leading means of College Education (4.50), College of Engineering and Technology (4.54), College of Business and Management (4.33) among the courses, this indicates that CET is more satisfied compared to other courses. According to the data of the Scholarship Section and Student Loan and Financial Assistant, the satisfaction level of students from Aborlan campus is 4.08 is significantly different from the level of satisfaction of students from, Puerto Campus, 3.72, Quezon Campus, 3.62 this implies that the latter campuses have lesser satisfaction when it comes to the aforementioned services. Assessment of Student Organization Aborlan (4.32), PPC (4.05), Quezon (4.45). While on the case of Socials and Cultural Services Aborlan or the Main campus has 4.58, which is immediately trailed by Puerto campus with 4.32 mean, Contrastingly, Quezon campus falls with only 3.98 which could suggest that the services still need improvement in the third mentioned campus. According to the study of Ludeman et. al. (2009), understanding campus environments is critical to the successful provision of student services as well as instruction and other aspects of higher education. Environmental influences such as fiscal pressures, the relation between the institution and local governments, and the politics of the institution and the larger macro-political environment in which the institution resides are critical for the delivery of creative and dynamic student services.

### **Significant relationship between Students' course and satisfaction on Office of Students Affairs Services (OSAS).**

Data demonstrate that among the courses, College of Education (CED) (4.58) and College of Engineering and Technology (CET) (4.67) were highly satisfied toward the services when compared to courses such Bachelor of Social Work (4.0), College of Criminal Justice Education (3.93), and the rest of the courses with lower mean ratings. Green et al. (2015), recommendations to improve satisfaction include helping psychology students to develop accurate expectations of courses, facilitating teaching quality and style that matches psychology students' preferred thinking styles, and assisting students to develop self-efficacy and other positive attitudes.

### **Significant relationship between Students' sex and satisfaction on Office of Students Affairs Services (OSAS).**

There is no significant relationship between OSAS services and the sex of the students, also it is notable that the student loan has the closest acceptance level with  $p = 0.073$ . Similar problem is also mentioned in the study of Okon and M. Akpoiroro (2015), The major findings of the study pointed to the significant difference between male and female students in their satisfaction with the delivery of educational, library, medical, transport, security, hostel, and ICT services.

### **Significant relationship between Students' civil status and satisfaction on Office of Students Affairs Services (OSAS).**

Consistent with the result of the awareness, table 21.d shows the students' satisfaction and their civil status don't have significant relationship toward the OSAS services. As stated in the study of Wach et al., (2016), although there is consensus about the importance of students' satisfaction with their academic studies as one facet of academic success, little is known about the determinants of this significant outcome variable. Past research rarely investigated the predictive power of multiple predictors simultaneously.

### **Significant relationship between Students' Religion and satisfaction on Office of Students Affairs Services (OSAS).**

The results indicate the absence of relationship between the student's religion and satisfaction toward OSAS services, results imply that the religion of students does not affect their satisfaction toward the OSAS services. As indicated by the facts provided by the study of Mehdipour and Balaramulu (2013), which tested a mediated moderation model with the interaction of students' degree of religiosity and perception of the university environment as accepting of one's religion predicting satisfaction with the university mediated by positive social relations.

### Significant relationship between Students' Ethnic Affiliation and satisfaction on Office of Students Affairs Services (OSAS).

There is no significant relationship between the Ethnic Affiliation and satisfaction of the students toward the OSAS services. This is similar to the findings of Ilias et al. (2009), which stated that there are no differences in students' satisfaction towards service quality determinants and overall service quality. The important factors (gender, races and semester of studies and age) that were tested do not have any important role in determining students' satisfaction."

### Significant relationship between Students' Age and satisfaction on OSAS services.

There is no significant relationship between the age of the students and their satisfaction toward the OSAS services. This implies that their age does not affect their satisfaction toward the services. Ilias, Hasan and Rahman, (2009), mentioned the important factors (gender, races and semester of studies and age) that were tested do not have any important role in determining students' satisfaction.

### Significant relationship between Students' curriculum year and satisfaction on OSAS services

Shows that the respondent's curriculum year plays significant importance to the following services: Assessment Student Organization and Student Discipline and a high significance to Sports and Publication services satisfaction. Data implicate that as the respondents get older the lesser their satisfaction toward the above listed services. This suggests the fact that senior students tend to focus on graduation, requirements and grades than any other thing during their time in university.

## CONCLUSIONS

1. The students were "*Moderately Aware*" and "*Satisfied*" in all the selected services of the Office of the Student Affairs and Services.
2. There is a high significance relationship between the students' awareness of the selected services and their demographic profiles, specifically; the *Guidance and Counseling* and the *Religion, Assessment of Student Organization and Leadership Section*, and the *Course* taken by the students. As to *Socials and Cultural* services data disclosed, that it has a significant relationship with the *campus*. Lastly, there was a substantial relationship between *Sports, Student discipline*, and *Publication*, and the Age of the students.
3. A significant relationship is prevalent between the demographic profile of the students and their level of satisfaction, particularly among the *campus* and several services such as *Guidance and Counseling, Scholarship Section and Student Loan and Financial Assistance, Assessment of Student Organization, Sports, and Socials and Cultural* services. Moreover, a significant relationship also appears between *Guidance and Counseling* services and the *Course* taken by the students. Also, the respondents' *Age* plays substantial importance to the following services: *Assessment of Student Organization and Student Discipline*. A high significant relationship existed between respondents' satisfaction in *Sports* and *Publication* services.

## RECOMMENDATIONS

1. An active and holistic involvement in the services catered by OSAS, through its programs, activities, and clubs or organizations, by initiatively recognizing the importance of the services offered by the Office and the significance of experiencing these programs and services.
2. Be proactive in reporting any grievance to the appropriate body/agency/office that concerns OSAS.
3. A rigorous campaign in awareness to disseminate the information of the Office caters appropriately; to achieve higher means of awareness among its clientele.
  - a. The Office may encourage all the programs' involvement and participation by developing a standard system where faculty coordinators exist in each department for inclusivity and proper dissemination of office concerns.
  - b. The Office can create a particular procedure/program/campaign that would encourage the comprehensive encompassing of the different religions on the campus.
  - c. The Office may ensure the diverse promotion and simultaneous implementation of Socials and Cultural programs among the campuses with adequate equipment and sufficient workforce to facilitate and manage the success of cultural shows and events, especially in far-flung campuses.
  - d. Lastly, strategies that include students of all ages, particularly seniors, instill their passion for participating in the following programs: Sports, Student discipline, and Publication. These are to promote awareness in an all-embracing environment of the Office.
  - e. In addition, procedures and guidelines are maintained for Personnel's quality service to elevate the students' satisfaction. These needs must be given vigilant consideration in every plan and monitoring of services, particularly to the following:
  - f. Guidance and Counseling must create authentic services which should cater to the uniqueness of the existing programs and must ascertain that the goal and objectives of the services/programs meet their standards and assure lifelong impact for the students.
  - g. All ages are included to guarantee that the student experience toward the catered services reaches the appropriateness of the program's level, and the quality of content being delivered considers the maturity and comprehension of the clientele.

4. Restructuring of the OSAS department following the mandated services CMO-No.09-s2013, of the Commission on Higher Education.
5. OSAS may highly prioritize additional workforce and appropriation of designations toward the expanding responsibilities of the Office to discourage overloading of obligations. For efficiency and efficacy of work.
6. Create better-quality and specialized offices that will cater services under the Office to accommodate more students and problems that are unique and confidential in its manner, particularly in the Puerto Princesa and Quezon campuses that still have limited spaces working environment.
7. Additional coordinators for each department. Coordinators with training and seminar who specializes particular program or service for proper coordination and rendering of services.
8. Constant communication between OSAS and the department offices that in one way or another may concern the welfare of the students.

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