

Student Personnel Services at Aldersgate College, Inc., Sy 2024–2025**Amygrace C. Agiao¹, Roderick Benter², Gladys N. Binwag³,****Geraldine A. Acosta⁴, Debora B. Sampaga⁵**<http://orcid.org/0009-0009-0304-3392>⁵

Aldersgate College Inc

deb_sampaga@aldersgate-college.com⁵**ABSTRACT**

This study evaluated the extent of Student Personnel Services (SPS) implementation at Aldersgate College Inc. during Academic Year 2024–2025 to enhance service quality, accessibility, and responsiveness. Anchored on CHED Memorandum Order No. 09, s. 2013, the study used a descriptive-evaluative design. Using stratified random sampling, a 10% sample of 174 students across various academic programs completed a structured survey assessing 21 distinct student support domains. We analyzed the data using weighted means and continuous Likert-scale interpretations. Results indicated an overall qualitative rating of "Well Implemented," demonstrating that essential student welfare, development, and institutional services are operational. However, mean scores (2.86–3.47) showed noticeable perceptual variation across academic departments. Respondents from the College of Business and Management Accountancy (CBMA) reported the highest satisfaction, while students from the College of Arts, Sciences, and Education (CASE) gave lower ratings, particularly for housing support, disaster preparedness, economic enterprises, and psychological testing. These findings highlight the necessity of targeted service enhancements, institutional information campaigns, and continuous monitoring to bridge departmental implementation gaps.

Keywords: Student personnel services, student affairs, institutional evaluation, higher education, student support services

INTRODUCTION

Higher education institutions are committed to delivering three interrelated focal points: instruction, research, and extension. Moreover, as they embrace the mandate “not only to teach (instruction), but also to produce knowledge (research), and apply the fruits of the intellect to benefit the greater community (extension),” they are expected to “provide a set of student-centered activities and services in support of academic instruction intended to facilitate holistic and well-rounded student development” (CHED Memorandum Order No. 09, s. of 2013). These student-centered activities and services are collectively known as Student Affairs and Services.

Section 10 under Article V of CMO No. 09, series of 2013, describes Student Affairs and Services as programs concerned with students' academic support experiences. Academic support services are unique to an institution, but there are generally three types:

1. **Student Welfare Services:** Services and programs needed to ensure and promote the well-being of students.
2. **Student Development Services:** Services and programs designed for the exploration, enhancement, and development of the full potential of students.
3. **Institutional Student Programs and Services:** Services and programs designed to proactively respond to the basic health, food, shelter, and safety concerns of students, including students with special needs and disabilities, as well as the school.

This study aimed to evaluate the extent of Student Personnel Services implementation at Aldersgate College Inc. to improve the effectiveness, accessibility, and responsiveness of student services and programs.

Statement of the Problem

This study aimed to evaluate the extent of Student Personnel Services implementation at Aldersgate College Inc. More specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Department
 - 1.2 Year level
2. To what extent does Aldersgate College Inc. implement the following student-centered services and programs:
 - 2.1 Information and Orientation Services
 - 2.2 Guidance and Counseling Services
 - 2.3 Career and Job Placement Services
 - 2.4 Economic Enterprise Development
 - 2.5 Student Handbook Development
 - 2.6 Student Organizations and Activities
 - 2.7 Leadership Training
 - 2.8 Student Council
 - 2.9 Student Development
 - 2.10 Student Publication
 - 2.11 Admission Services
 - 2.12 Scholarships and Financial Assistance
 - 2.13 Food Services
 - 2.14 Health Services
 - 2.15 Safety and Security Services
 - 2.16 Student Housing and Residential Services
 - 2.17 Multi-Faith Services
 - 2.18 Services for Students with Special Needs and Persons with Disabilities
 - 2.19 Cultural and Arts Programs
 - 2.20 Sports Development Programs
3. Is there a significant difference in the perceived extent of implementation of Student Personnel Services across different academic departments?

Scope and Delimitations

This study evaluates the implementation level of Student Personnel Services at Aldersgate College Inc. during Academic Year 2024–2025. The evaluation is limited to assessments provided by enrolled students selected through stratified random sampling across academic departments. It assesses 21 specific key areas of student services aligned with CHED Memorandum Order No. 09, s. 2013.

Review of Related Literature

The framework for Student Affairs and Services (SAS) in the Philippines is guided primarily by CHED Memorandum Order No. 09, series of 2013, which mandates higher education institutions (HEIs) to support holistic student development through structured systems. Previous evaluations of SAS implementation in higher education (e.g., Manahan, 2019) emphasize that effective support services directly correlate with student satisfaction, academic persistence, and overall personal development.

Theoretical Framework

This study is rooted in Student Development Theory, which posits that institutional environments, resources, and support systems directly influence student engagement, growth, and satisfaction. By providing structured welfare, development, and institutional support services, HEIs create a conducive atmosphere for students to achieve academic and personal success.

Conceptual Framework

The conceptual framework utilizes the Input-Process-Output (IPO) model:

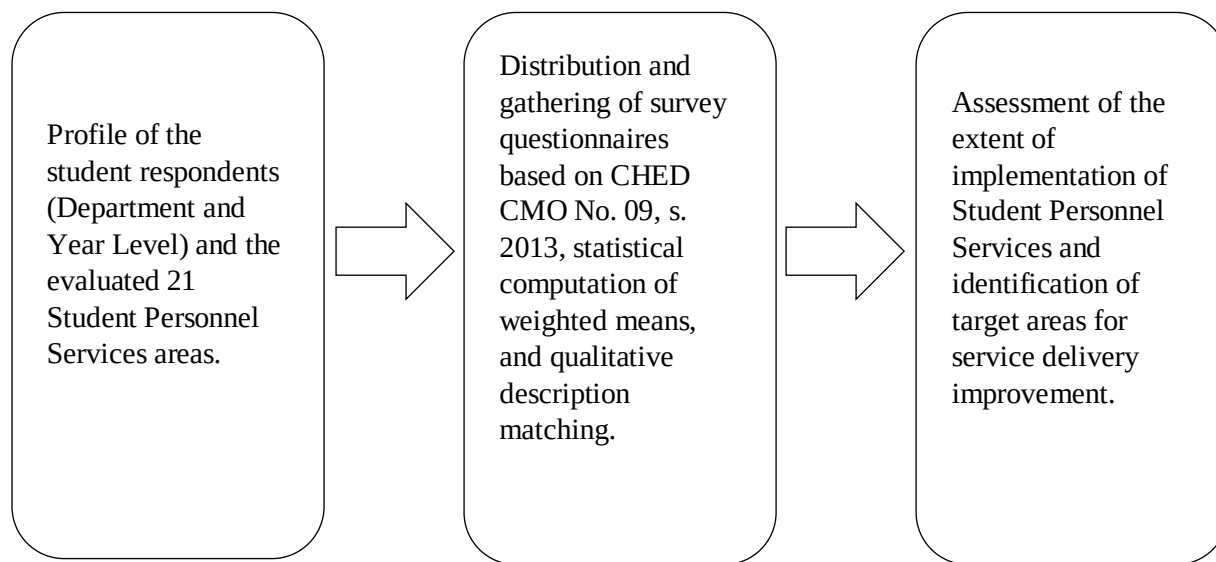


Figure 1: Conceptual Framework

METHODOLOGY

Research Design

This study utilized a descriptive-evaluative research design to assess the current status and extent of implementation of Student Personnel Services at Aldersgate College Inc.

Research Steps

The research process began with adapting and formulating the survey questionnaire, anchored on CHED Memo No. 09, s. 2013 and the study by Manahan (2019). After developing the instrument, the researchers identified the total student population per academic program to determine the appropriate sample size. Stratified random sampling was administered to select the study's respondents. Once the survey was executed, data gathering and statistical analysis were performed to process the responses. Finally, the data were organized into tables for visualization and interpretation.

Data Collection and Sample Selection

The main sampling method used in this study was stratified random sampling. The total student population was divided into subgroups by academic department. Using quota or target sampling, the target sample size was set at 10% of the total population. The survey was distributed via Google Forms, and data collection was concluded when the target quota was reached.

Data Analysis Methods

The collected data were analyzed using weighted means. The extent of implementation was interpreted using the following Likert scale continuum:

Scale Range	Qualitative Description (QD)	Implementation Level
3.51 – 4.00	Strongly Agree	Very Well Implemented
2.51 – 3.50	Agree	Well Implemented (WI)
1.51 – 2.50	Disagree	Fairly Implemented
1.00 – 1.50	Strongly Disagree	Poorly Implemented

Research Hypothesis and Validation

This study tested the hypothesis that no significant difference exists in the perceived extent of implementation of Student Personnel Services across different academic departments. To evaluate this premise, the hypothesis was validated through a descriptive comparison of weighted means obtained from respondents across departments (CASE, CBMA, SMS, SOC).

Study Limitations and Ethical Considerations

Student participation was entirely voluntary. Informed consent was obtained to guarantee anonymity and preserve data confidentiality.

RESULTS AND DISCUSSION

SOP 1. What is the profile of the respondents in terms of department?

CBMA has the highest number of respondents (59), representing 33.74% of the total. This indicates that CBMA is the largest represented group in the survey. SOC follows closely with 54 respondents (31.03%). CASE has the fewest respondents, with only 22 (12.36%).

SOP 2. To what extent does Aldersgate College Inc. implement the following student-centered services and programs: Information and Orientation Services, Guidance and Counseling Services, Career and Job Placement Services, Economic Enterprise Development, Student Handbook Development, Student Organizations and Activities, Leadership Training, Student Council, Student Development, Student Publication, Admission Services, Scholarships and Financial Assistance, Food Services, Health Services, Safety and Security Services, Student Housing and Residential Services, Multi-Faith Services, Services for Students with Special Needs and Persons with Disabilities, Cultural and Arts Programs, and Sports Development Programs

Information and Orientation Services

While basic information accessibility (Item 1) rated highest across departments, specialized legal and health awareness campaigns, including Anti-VAWC, Anti-Sexual Harassment, and Drug Abuse Prevention, yielded lower evaluations. Overall, CBMA recorded the highest departmental mean (WM = 3.33), whereas SOC reflected the lowest (WM = 2.97), indicating a need to expand specialized information dissemination.

Guidance and Counseling Services

SOC registered the most favorable assessment (WM = 3.24), whereas CASE recorded the lowest overall department score (WM = 3.11). A pronounced discrepancy emerged in Item 4 (psychological assessment and standardized testing), where CBMA respondents rated execution significantly lower

(WM = 2.59) compared to CASE (3.23) and SOC (3.26), underscoring testing services as an immediate institutional priority.

Career and Job Placement Services

Placement services were evaluated positively overall, with active networking with external agencies and alumni (Item 3) recognized as the primary institutional strength. CBMA led overall satisfaction (WM = 3.32), while CASE had the lowest rating (WM = 3.05), suggesting varying exposure to career enhancement programs.

Economic Enterprise Development

Evaluations for student economic support varied sharply across units. CBMA reported strong implementation (WM = 3.37), highlighting effective skills workshops (3.47) and economic needs assistance (3.32). Conversely, CASE students rated economic support significantly lower (WM = 2.86), signaling potential gaps in student enterprise promotion within non-business programs.

Student Handbook Development

Dissemination of student handbooks and policy communication yielded consistent "Well Implemented" scores across departments. CBMA provided the highest rating for archived handbook accessibility and policy communication (WM = 3.37), while CASE and SOC reflected slightly lower, albeit positive, evaluations (WM = 3.05 - 3.13).

Student Organizations and Activities

Institutional mechanisms for supervising, accrediting, and supporting student organizations were validated across colleges. CBMA respondents reported higher satisfaction with the accreditation process (WM = 3.44) and integrated anti-drug abuse initiatives (WM = 3.42) than CASE (WM = 3.18 and 3.09, respectively).

Leadership Training

Leadership development initiatives demonstrated uniform strength across all evaluation indicators. CBMA yielded a composite mean of 3.38, while CASE (WM = 3.16) and SOC (WM = 3.18) generated closely aligned ratings, reflecting a cohesive baseline of leadership skill application across departments.

Student Council

Self-governance and administrative support for student representation were widely acknowledged. Administrative recognition of the student council's role (Item 3) marked the strongest point of divergence, with CBMA rating governance support higher (WM = 3.32) than CASE (3.23) and SOC (3.15).

Student Discipline

All units recognized procedural fairness, due process, and clear disciplinary codes. Departmental averages ranged from 3.12 (CASE) to 3.32 (CBMA). The main variation involved the clarity of conduct definitions and corresponding sanctions (Item 3), which received substantially lower marks from CASE respondents.

Student Publication

Editorial independence and institutional backing for campus journalism were affirmed across colleges. CBMA evaluated publication operations most favorably (WM = 3.35), whereas CASE (WM = 3.11) and SOC (WM = 3.17) noted moderate implementation, particularly regarding editorial freedom and resource allocation.

Admission Services

Admission transparency and stakeholder engagement were rated positively overall. CBMA recorded the highest composite score (WM = 3.32), while CASE yielded 3.02. Within CASE, the conspicuous posting of tuition and fee schedules (Item 5) emerged as the lowest-rated indicator (WM = 2.95), pointing to administrative transparency gaps.

Scholarships and Financial Assistance

Financial assistance mechanisms demonstrated operational viability across all cohorts. Discrepancies were evident in screening efficiency (Item 2) and emergency financial support accessibility (Item 5), with CASE rating emergency aid at a low 2.91, compared to 3.29 in CBMA and 3.26 in SOC.

Food Services

Sanitation criteria and periodic food outlet inspections were deemed satisfactory. CBMA maintained the highest mean (3.34), while CASE recorded the lowest (3.01). Specifically, food safety and clean food availability (Item 1) received lower marks from CASE respondents (WM = 2.95), indicating a need for stricter cafeteria monitoring.

Health Services

Primary care services and licensed health personnel presence were rated consistently across departments (WM = 3.11 - 3.27). CBMA respondents reported higher confidence in conducive healthy living policies (Item 5, WM = 3.34), whereas CASE students provided more reserved evaluations (WM = 3.09).

Safety and Security Services

Physical safety, security personnel competence, and standard building compliance scored consistently well. However, preparedness indicators such as disaster risk reduction initiatives (Item 4) and fire/earthquake drills (Item 5) received lower assessments in CASE (WM = 2.95) relative to CBMA (3.27 - 3.34) and SOC (3.19 - 3.26).

Student Housing and Residential Services

Residential support services registered the lowest departmental mean in the entire study, with CASE recording (WM = 2.96). CASE students identified noticeable gaps in housing assistance (WM = 2.95), feedback mechanisms (WM = 2.91), and residential policy enforcement (WM = 2.95), contrasting with higher scores in CBMA (3.29) and SOC (3.21).

Multi-Faith Services

Respect for diverse religious beliefs and access to worship spaces were rated favorably institution-wide. CBMA expressed the highest overall approval (WM = 3.35), whereas CASE (WM = 3.01) cited room for improvement regarding policy reviews and access to trained spiritual counselors.

Services for Students with Special Needs and PWDs

Inclusive policy frameworks for PWDs and marginalized groups were rated as operational across units (WM = 3.04 - 3.36). However, equal opportunity programming (Item 1) represented a critical concern for CASE students, yielding a low sub-score of 2.95 .

Cultural and Arts Programs

Talent development and artistic activities were positively acknowledged institution-wide. CBMA and SOC reflected strong implementation (WM = 3.33 and 3.24), whereas CASE scored lower (WM = 3.03), driven primarily by low student awareness of a dedicated Office for Culture and Arts (WM = 2.91).

Sports Development Programs

Physical fitness programs and athletic opportunities received balanced scores across colleges. CBMA led (WM = 3.33), while SOC (WM = 3.19) and CASE (WM = 3.16) were closely aligned. Inclusive sports activities catering to diverse student abilities (Item 4) constituted the largest perceptual gap between CBMA (3.37) and CASE/SOC (3.09 - 3.22).

Social and Community Involvement Services

Community outreach, volunteerism, and social awareness programs demonstrated consistent implementation across departments. Mean scores ranged from 3.06 (CASE) to 3.31 (CBMA). Overall, community engagement initiatives exhibited the least intra-departmental variance among all institutional service areas evaluated.

SOP 3: Is there a significant difference in the perceived extent of implementation of Student Personnel Services across different academic departments?

The findings indicate notable variations in the perceived extent of SPS implementation across academic departments. Respondents from CBMA consistently reported higher mean scores ((WM = 3.16 - 3.40) compared to those from SOC ((WM = 2.97 - 3.24) and CASE ((WM = 2.96 - 3.16). While all departments evaluated the services within the qualitative range of 'Well Implemented,' the numerical mean discrepancies, particularly in housing, disaster preparedness, economic enterprises, and psychological testing, highlight meaningful perceptual and operational gaps between colleges.

SUMMARY

The evaluation of Student Personnel Services at Aldersgate College Inc. for SY 2024–2025 across 21 key operational areas shows an overall descriptive rating of "Well Implemented" (WI). This indicates that essential welfare, student development, and institutional support services are operational and aligned with CHED regulatory mandates

CBMA responses reflect the highest satisfaction ratings across almost all services (3.27-3.40). SOC ratings consistently fell in the mid-range (2.97-3.24). CASE yielded the lowest mean scores across various criteria (2.96-3.16), identifying specific service gaps in housing, disaster risk preparedness, economic programs, and psychological assessments.

The institution demonstrated notable strengths across several key domains. External networking with alumni and industry partners emerged as a primary asset, achieving high ratings across all departments (WM = 3.14 - 3.41). Similarly, institutional support for student life, encompassing the formal recognition of student organizations, active student council representation, and structured leadership

training, received consistently high evaluations across colleges (WM = 3.13 - 3.44). Furthermore, essential student well-being services, particularly primary healthcare and inclusive environments for religious diversity, were uniformly validated across all student cohorts.

Despite overall positive evaluations, several key service gaps and target areas for improvement emerged across specific departments. Within guidance services, CBMA respondents rated psychological assessment and standardized testing significantly lower (WM = 2.59) than their peers in other colleges (WM = 3.20). Meanwhile, CASE students identified notable deficiencies across multiple institutional domains, yielding the lowest overall rating for Student Housing and Residential Services (WM = 2.96) due to poor marks in housing assistance (2.95), feedback channels (2.91), and policy enforcement (2.95). CASE respondents also highlighted lower implementation levels for safety and disaster preparedness, specifically disaster risk reduction initiatives (2.95) and emergency drills (2.95), as well as emergency financial assistance (2.91) and equal opportunity programming for students with special needs (WM = 2.95). Finally, across departments, information dissemination on specialized legal and health topics (such as Anti-VAWC, Anti-Sexual Harassment, and Drug Abuse Prevention), along with the transparent posting of tuition fee schedules, consistently lagged behind general orientation services.

CONCLUSIONS

Based on the study's empirical findings, Aldersgate College Inc. successfully maintains a "Well Implemented" Student Personnel Services framework for Academic Year 2024–2025, meeting the core regulatory mandates of CHED CMO No. 09, s. 2013. The institution excels in fostering industry/alumni networking, vibrant student governance and leadership programs, accessible primary healthcare, and an inclusive multi-faith campus climate.

However, numerical variations across colleges demonstrate that service accessibility and effectiveness are not perceived uniformly throughout the student body. The significant gap between the high satisfaction reported by CBMA students and the consistently lower evaluations from CASE respondents points to operational disparities in student housing, disaster preparedness, emergency financial support, and inclusive PWD programming. Furthermore, localized gaps, such as weak psychological testing mechanisms in CBMA and inadequate dissemination of specialized legal/financial information across departments, indicate that "Well Implemented" baseline scores mask specific programmatic weak points. Ultimately, to achieve true institutional excellence, Aldersgate College Inc. must move beyond general compliance and focus on bridging departmental service gaps through targeted, equity-driven support systems.

RECOMMENDATIONS

To enhance the delivery, accessibility, and equity of Student Personnel Services at Aldersgate College Inc., the institution should implement a strategic, multi-faceted action plan. First, prioritize targeted service upgrades in departments where indicators scored below acceptable baselines. Immediate operational interventions should focus on strengthening student housing assistance, conducting regular disaster risk and emergency drills, expanding specialized legal and health information campaigns, and restructuring psychological testing programs. Second, to address the perceptual and accessibility gaps identified between colleges, the administration should standardize departmental information dissemination across all academic units, with particular emphasis on the College of Arts, Sciences, and Education (CASE) and the School of Criminology (SOC), ensuring equal awareness of available institutional resources. Third, to ensure a comprehensive institutional evaluation, prioritize data completeness by conducting a thorough data audit and completing survey collection for the School of Medical Sciences (SMS). Finally, to sustain continuous quality improvement, Aldersgate College Inc.

should establish biannual monitoring and evaluation mechanisms designed to systematically track progress and measure improvements in low-performing service indicators over time.

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AI Declaration Statement

In accordance with academic integrity guidelines, AI tools were utilized solely for formatting, structural organization, and text formatting assistance in preparing this document. All empirical data, tables, and core interpretations originate directly from the primary study conducted at Aldersgate College Inc.

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