
Students' Need Assessment: Basis For Student Service Program in the College of Arts, Sciences, Education, and Information Technology, S.Y. 2024-2025

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ABSTRACT

Students' academic and personal success in higher education is closely linked to the availability and quality of student support services. Institutions must provide well-structured academic assistance, counseling, medical care, and campus security to create a conducive learning environment. However, students often face challenges such as time management issues, heavy academic workloads, and limited access to institutional support systems. Addressing these concerns requires a thorough needs assessment of the most pressing areas for intervention. This study explores the academic and non-academic needs of students in the College of Arts, Sciences, Education, and Information Technology (CASE-IT) to support an enhanced student services program. The study uses a descriptive research design and incorporates both quantitative and qualitative approaches, with data collected from students through structured surveys. Results indicate that the most common challenges include difficulty managing academic workload, limited access to study resources, and a need for stronger academic mentoring. Additionally, students highlighted concerns about the availability of counseling, health services, and reliable internet access as significant areas for improvement. The findings align with existing literature emphasizing the importance of academic advising, mental health support, and technological infrastructure in student success. Based on these results, this study recommends implementing structured academic mentoring, improving counseling services, enhancing library and technological resources, and expanding health services to support students holistically. Addressing these concerns can improve academic performance, increase student engagement, and support overall well-being.

Keywords: *Student needs assessment, academic support services, student services, higher education, academic advising, time management, counseling services, digital infrastructure, student well-being, institutional support*

INTRODUCTION

Higher education institutions play a fundamental role in shaping students' academic success and personal development. Beyond classroom instruction, access to student support services significantly affects students' ability to thrive in a demanding academic environment. The transition to college presents various challenges, including time management struggles,

high academic expectations, and limited access to necessary resources. Without adequate institutional support, students may experience increased stress, disengagement, and, in some cases, academic failure.

In CASE-IT, concerns have emerged regarding the adequacy of student services and their ability to address academic and non-academic needs effectively. Preliminary assessments indicate that students often struggle to balance coursework, secure reliable academic guidance, and access essential services such as counseling, medical care, and digital learning tools. While institutions acknowledge the importance of student support programs, gaps in service delivery persist. These deficiencies can hinder students' academic progress and well-being, so an in-depth assessment of student needs is needed to guide policy improvements and program development.

This study examines the academic and non-academic challenges faced by CASE-IT students and identifies the specific support services needed to enhance their overall experience. By analyzing students' perceptions of existing services and identifying areas for improvement, this research aims to provide data-driven recommendations to support a more student-centered approach to institutional planning.

Statement of the Problem

This study aimed to examine the academic and non-academic needs of students in CASE-IT as a basis for enhancing the students' services program by addressing the following questions:

1. What academic challenges and support needs do students in CASE-IT experience?
2. How satisfied are CASE-IT students with current institutional support services and facilities (library resources, internet access, counseling, medical services, and campus security)?
3. What strategies and program enhancements can be implemented to optimize the student services program based on the identified needs?

Scope and Delimitation

This study evaluates academic support needs and satisfaction with institutional student services among CASE-IT students. The scope is limited to enrolled CASE-IT students across various academic programs and year levels during the evaluation period. Data collection was restricted to self-administered survey questionnaires. This assessment did not explicitly examine external factors such as family socioeconomic background, off-campus living conditions, or external employment status.

REVIEW OF RELATED LITERATURE

Student support services are a cornerstone of academic persistence, engagement, and overall retention in higher education. Comprehensive academic advising and structured peer-mentoring programs significantly improve student navigation through rigorous curricula and

foster a sense of institutional belonging (Pascarella & Terenzini, 2005; Tinto, 2012). Time management and academic self-efficacy are crucial determinants of student performance; interventions focusing on goal setting and study skills directly reduce academic anxiety and burnout (Dewitz et al., 2009; Robbins et al., 2004).

Furthermore, modern educational environments require robust technological infrastructure and available resources. Equal access to high-speed internet, updated digital libraries, and functional computer laboratories is essential for information literacy and academic equity (Pinto et al., 2013). Non-academic support systems—including accessible mental health counseling, comprehensive campus health services, and proactive campus security measures—play a crucial role in maintaining student well-being and maintaining an environment conducive to holistic development (Hunt & Eisenberg, 2010; Bland et al., 2012).

Theoretical Framework

This assessment draws on foundational theories of higher education retention and institutional impact. Pascarella and Terenzini's (2005) Model of How College Affects Students establishes that student growth and cognitive development are non-linear outcomes shaped significantly by structural institutional environments, campus support services, and interactions outside the classroom. Complementing this structural view, Tinto's (2012) Student Departure Model emphasizes that student retention and academic persistence depend heavily on how effectively an institution integrates students into its academic and social systems, asserting that accessible academic advising, counseling, and digital infrastructure directly prevent student disengagement and attrition.

Conceptual Framework

This conceptual framework guides the development of a data-driven support program using an assessment model:

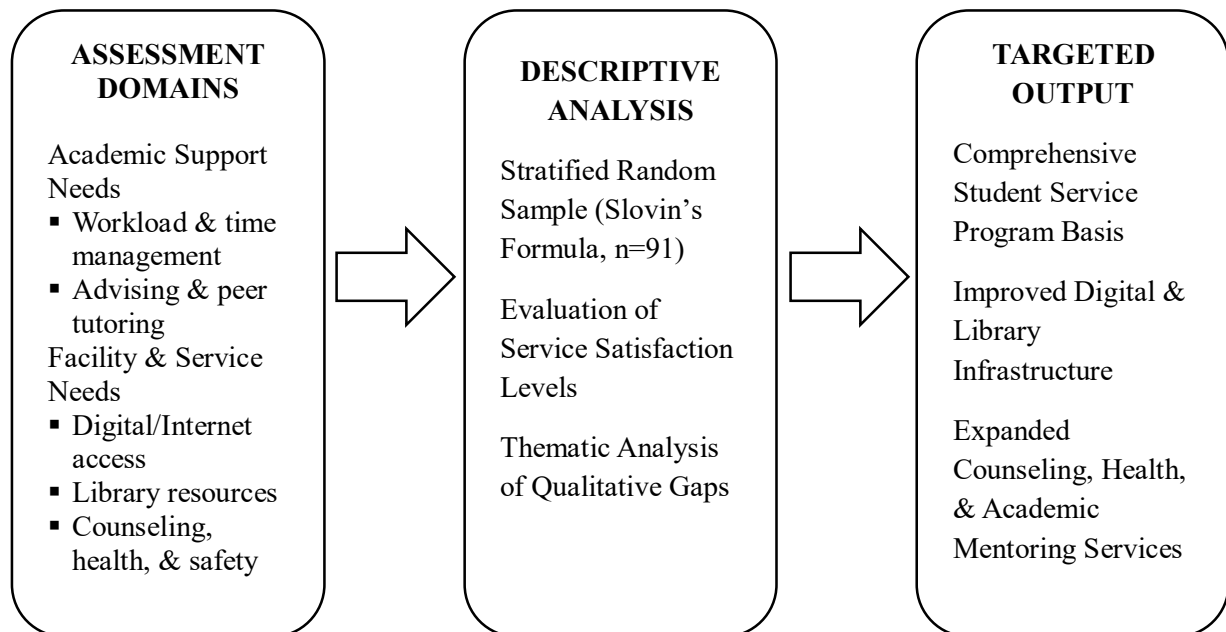


Figure 1: Conceptual Framework

METHODOLOGY

Research Design

This study utilized a mixed-methods descriptive research design to evaluate the academic and non-academic needs of students in the College of Arts, Sciences, Education, and Information Technology (CASE-IT). The descriptive approach was chosen to provide a systematic, comprehensive assessment of primary support domains, current facility satisfaction levels, and qualitative service gaps.

Research Steps

The research process followed a systematic four-stage approach aligned with the conceptual framework. First, during Assessment Domain Identification, the study defined key evaluation domains, including academic support needs—such as workload, time management, advising, and peer tutoring—and facility and service needs, including digital/internet access, library resources, counseling, health, and campus safety. Next, in the Sampling & Instrument Administration stage, a stratified sampling frame was established across CASE-IT programs to select respondents ($n = 91$) based on Slovin's formula, after which validated survey questionnaires were administered. After data collection, Data Analysis & Synthesis involved quantitative evaluations of service satisfaction levels and thematic analysis of qualitative

feedback to identify key service gaps. Finally, Targeted Output Formulation involved translating the analytical findings into a comprehensive foundation for an enhanced student service program, digital and library infrastructure upgrades, and expanded student support services.

Data Collection and Sample Selection

The target population comprised undergraduate students enrolled across various degree programs within CASE-IT. To ensure proportional representation across year levels and academic programs, the researchers employed stratified random sampling. The final sample size was determined using Slovin's formula, yielding $n = 91$ respondents. Data were gathered through structured survey instruments consisting of closed-ended rating scales and open-ended qualitative inquiry sections.

Data Analysis Methods

To analyze the data, quantitative responses were evaluated using descriptive statistics—specifically frequency distributions, percentage calculations, and weighted means—to measure academic challenges and assess satisfaction levels across various campus facilities. Concurrently, qualitative responses gathered from open-ended survey entries underwent thematic analysis, allowing key patterns and contextual insights to emerge regarding institutional service gaps and targeted student needs.

Research Hypothesis and Validation

Given the descriptive nature of the study, the research assumes that students' experiences and ratings of different institutional services vary. The research hypothesis posits a significant difference in student satisfaction across institutional support services, with digital infrastructure and internet access receiving significantly lower satisfaction ratings than campus safety and health services. Conversely, the null hypothesis states that no significant difference exists in student satisfaction across the various academic and non-academic support services. However, because this investigation is primarily descriptive and non-experimental, formal hypothesis testing was omitted in favor of directly answering the research questions through empirical distributions and descriptive metrics.

To establish the instrument's validity and reliability before full deployment, we implemented a rigorous two-step process. First, an expert panel of senior faculty, student affairs administrators, and educational research specialists evaluated content and face validity by assessing item clarity, domain alignment, and overall construct relevance relative to the study's conceptual framework. The panel's recommendations were integrated to refine item phrasing and scale structure. Second, the instrument underwent pilot testing with a sample of non-participant CASE-IT students to verify internal consistency. Evaluating the Likert-scale items yielded a Cronbach's alpha coefficient above 0.80, confirming high internal reliability across all assessment domains before administering the survey to the main sample ($n = 91$).

Study Limitations and Ethical Considerations

The study scope is delimited to enrolled CASE-IT students, which restricts direct generalizability to other academic units within the institution. Survey responses rely on self-reported data, which carries the inherent risk of subjective response bias. Ethical safeguards were strictly enforced: participation was voluntary, written informed consent was obtained before survey distribution, and full anonymity and data confidentiality were maintained throughout the study.

RESULTS AND DISCUSSIONS

SOP 1: What academic challenges and support needs do students in CASE-IT experience?

The investigation into CASE-IT students' academic experiences revealed that workload volume and time allocation are the most significant obstacles to academic success. A substantial majority of respondents (59.3%) identified heavy academic workloads and time management difficulties as their primary daily struggles. These challenges are further compounded by limited access to adequate study resources, reported by 37.4% of students, and difficulty understanding course lessons, cited by 27.5%. In response to these operational hurdles, students strongly preferred structured institutional guidance. Academic advising and faculty mentoring emerged as the most urgently requested intervention, selected by 63.7% of the sample, followed closely by targeted study skills training at 53.8%. Additionally, a quarter of the student body emphasized the necessity of formal peer tutoring programs (26.4%) and subject-specific remedial workshops (26.4%) to help bridge learning gaps and manage academic stress.

SOP 2: How satisfied are CASE-IT students with current institutional support services and facilities (library resources, internet access, counseling, medical services, and campus security)?

Evaluations of institutional support services and physical facilities yielded varying levels of satisfaction across different operational areas. Campus security received the highest overall approval ratings, with 60.8% of students reporting that they were either satisfied (30.8%) or very satisfied (30.8%) with safety measures, demonstrating strong confidence in physical campus security. Medical and health services also earned generally favorable feedback, with 45.1% total satisfaction (25.3% satisfied and 19.8% very satisfied), although 13.2% of respondents noted a need for broader healthcare coverage and faster response times. Similarly, guidance and counseling services received moderately positive ratings, with 30.0% expressing satisfaction and 35.2% remaining neutral, along with recommendations to increase service visibility and proactive mental health outreach.

In contrast, core academic and digital infrastructure faced notable criticism. Evaluation of library resources revealed a predominantly neutral response (44.0%), with 37.4% expressing satisfaction, highlighting a clear demand for modernized collections and expanded digital holdings. The most critical area of concern was digital connectivity and computer laboratory facilities, where negative sentiment was prominent: 25.3% of students reported being very

dissatisfied, and 19.8% expressed dissatisfaction. These findings underscore campus internet connectivity and hardware availability as the primary operational bottlenecks affecting the student academic experience.

SOP 3: What strategies and program enhancements can be implemented to optimize the student services program based on the identified needs?

To optimize the CASE-IT student services program, strategic interventions must directly target the identified service gaps and student requirements. Institutional efforts should prioritize modernizing digital infrastructure by upgrading campus internet bandwidth and replacing obsolete laboratory hardware. At the same time, academic libraries must shift toward expanded electronic database subscriptions and online journal access to support remote and on-campus research. To address academic workload management, the college should institute regular workshops focused on goal setting, task prioritization, and study skills development. Furthermore, formalizing faculty-student mentoring networks and structured peer tutoring programs will provide continuous academic guidance. Finally, guidance services should implement proactive mental health outreach campaigns to enhance visibility and ensure holistic student well-being.

SUMMARY

This study evaluated the academic support needs and service satisfaction levels of students in the College of Arts, Sciences, Education and Information Technology (CASE-IT) using a descriptive research design with a sample of 91 respondents. The findings revealed that heavy academic workloads and time management struggles represent the most significant academic hurdles for students, driving a strong demand for structured academic advising, faculty mentoring, and study skills training. While non-academic services such as campus security and medical care received generally positive satisfaction ratings, notable service gaps were identified in core academic and digital library collections, highlighting urgent operational priorities.

CONCLUSIONS

Student success and overall well-being within CASE-IT depend heavily on aligning institutional support programs with student needs. Unmanaged academic workloads, combined with insufficient digital connectivity and resource limitations, create substantial barriers that hinder learning and academic performance. Addressing these operational gaps requires strategic investment in digital infrastructure and academic support networks. By modernizing campus technology, formalizing structured mentorship programs, and increasing the visibility of guidance services, the institution can cultivate a responsive, student-centered environment that promotes holistic development and academic achievement.

RECOMMENDATIONS

To address the identified service gaps, the college administration should prioritize upgrading digital infrastructure by expanding campus Wi-Fi bandwidth and modernizing

computer laboratory hardware. The academic library should simultaneously enrich its offerings by expanding subscriptions to digital databases, e-journals, and updated reference materials. To help students manage their workload, the institution should offer regular workshops on time management, task prioritization, goal setting, and study skills. Furthermore, establishing formalized faculty-student advisement frameworks and peer tutoring networks will provide essential academic guidance. Guidance and counseling offices should implement proactive mental health outreach to increase service visibility and support. Finally, campus administration must maintain current safety protocols to preserve the high levels of security and physical safety on campus.

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AI DECLARATION STATEMENT

Artificial intelligence tools were used to process this document, assist with formatting and structural organization, and create illustrative visualizations of survey metrics. Institutional personnel verified and authored all underlying survey data, analysis, and strategic recommendations.

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