

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



“Perception of Seminar I Students of the Bachelor of Arts in English of the Foreign Language Department of the University of El Salvador about the Quality of Student Support Services Semester I-2019”

PRESENTED BY:

Alfredo Caleb Peñate Alfaro

PA13017

José Gabriel Alvarado Morales

AM10053

TO OBTAIN THE DEGREE OF

Licenciatura en Idioma Ingles Opción Enseñanza

AND

Jenny Margarita Velasco Pérez

VP04008

TO OBTAIN THE DEGREE OF

Licenciatura en Lenguas Modernas: Especialidad en Francés e Inglés

ADVISOR

Manuel Alexander Landaverde, MEd

COORDINATOR OF THE GRADUATION PROCESS

Mauricio Salvador Contreras Cárcamo, MsD

University of El Salvador, March 6th, 2020

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

ROGER ARMANDO ARIAS
RECTOR

RAÚL ERNESTO AZCÚNAGA LÓPEZ
ACADEMIC VICE-RECTOR

JUAN ROSA QUINTANILLA
ADMINISTRATIVE VICE-RECTOR

FRANCISCO ANTONIO ALARCÓN SANDOVAL
GENERAL SECRETARY

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

ÓSCAR WUILMAN HERRERA RAMOS
DEAN

SANDRA LORENA BENAVIDES DE SERRANO
VICE-DEAN

JUAN CARLOS CRUZ CUBÍAS
SECRETARY

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

ANA GRACE GÓMEZ ALEGRÍA
HEAD OF THE FOREIGN LANGUAGE DEPARTMENT

MAURICIO SALVADOR CONTRERAS CÁRCAMO
COORDINATOR OF THE GRADUATION PROCESS

MANUEL ALEXANDER LANDAVERDE
ADVISOR

ACKNOWLEDGMENTS

To my mother:

I would like to show my gratitude to this special support that has been my mother due to she has inspired me to keep going on those moments that I thought it was not going to be possible to continue. She has also been my strength in every step that I have taken in this leaning process. Thanks for those words that fulfill my empty mind with positive and successful for every task that seemed tough.

To my stepfather:

I wish to express my sincere gratitude to my stepfather who has not only supported myself with economical incomes but also with positive thought in every step that I have taken. He has provided me with a new outlook in this educational process. There was no day that he trusted in me and my capacity to solve difficulties.

To our advisor:

I sincerely thank our advisor Mr. Landaverde for those opinions that have allowed us to go beyond in the research process. Thanks for every moment he provided not only his time to suggest a new understanding but also to let us get into his office to receive his wise thoughts.

Jose Gabriel Alvarado Morales

To God:

First of all, I would like to thank God for all His blessings; for giving me patience, brave, faith and wisdom to complete this stage for leading me on my way and for allowing me to conclude with my goal.

To my parents:

My infinite thanks to my parents who are my motor and my greatest inspiration, through their love, patience, good values and help to trace my path.

To my husband:

I have no words to express my love and my gratitude to my husband for being the unconditional support in my life, which with his love and support helped me to achieve my goals.

To my Grandmother:

I am especially grateful to my grandmother for all the love support and motivation and advice that guided me in every moment needed.

To my family and friends:

I want to thank my family and friends for motivating me, for their moral support. They allowed me to remain with commitment dedication and affection and all who contribute a gram of sand to complete the proposed goal.

To our advisor:

I am also grateful for my thesis advisor Manuel Alexander who with his experience and motivation guided me which has helped to conclude my studies successfully.

Jenny Margarita Velasco Perez

To God:

I want to thank him for his support and help during all this process; he was with me all the time during this research project. He gave me the courage and patience to continue even when there were some difficulties in my way. Besides, he provided with a good physical condition, so that I could finish this part of my Bachelor.

To my father:

He challenged me all the time to be better in my studies so that I could get better opportunities. He sacrificed his economic resources to provide me all I needed. His advice and thoughts inspired me to never give up when there were downs in my life.

To my mother:

Thanks for being my special motivation to continue with all the projects I had planned to do. She helped to understand that without being patient you cannot go beyond all risks. Thanks for all those prayers in which she asked for my protection and development.

To my fiancée:

Thanks a lot for being there to motivate to follow my dreams. You gave me your support and love to overcome all the issues I had to face during this process. I feel so proud of you because you are a great inspiration that motivates me to affirm that nothing is impossible.

To our advisor:

Thank you for accepting to work with us in this important process of our lives. I appreciate all the time you sacrificed to have the advisory sessions so that we could do a better job. Thank you some much to share your wisdom and knowledge.

Alfredo Caleb Peñate Alfaro

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

TABLE OF CONTENT

SUMMARY

INTRODUCTION

CHAPTER I: STATEMENT OF THE PROBLEM

Research Proposal..... 1

Statement of the Problem... 1

Research Questions..... 3

Objectives..... 3

Rationale..... 5

Delimitation of the Problem... 6

CHAPTER II: THEORETICAL FRAMEWORK

Historical Background..... 7

Foundations of Students Affairs and Services..... 10

Basic Principles and Values that support an effective students affairs and services
program..... 12

University of El Salvador... 14

Country reports around the world..... 20

CHAPTER III: RESEARCH METHODOLOGY

Type of study 30

Population and sample..... 32

CHAPTER IV: DATA ANALYSES

Instrumental Analysis..... 33

Answers to the Research questions... ..64

CHAPTER V: CONCLUSIONS

Conclusions66

CHAPTER VI: RECOMMENDATIONS

Recommendations68

ANNEXES 72

SUMMARY

This research was carried out among students from the last year of the Bachelor of Arts in English of the Foreign Language Department of the University of El Salvador who provided meaningful data to complete this Project. The Students Support Services are important for students who attend higher education, since those ones help them to complete their learning process taking into account not only the academic área but also the cognitive and physical áreas.

In terms of reliability, Student Support services are supported by a set of principles stated by UNESCO in order to have a successful program; those principles are Access and diversity, resource management and learning. According to what this organization states, those guidelines can help institutions who want to improve this area in order to benefit students. The University of El Salvador has a great variety of services that are covered in this Project, for example: Wellness Center, Admissions, Library, etc. Some of the reasons why students do not have idea about them is because there is a lack of diffusion of information in the university community. So, this research pretend to mean a tool of information in order to show students that the university has more services than they think it has.

As a comparison and contrast method, some university programs from around the world are presented so as to get ideas about how those services have been established and how those services can be replicated in our country.

Keywords: Student Support Services, University, Affairs, Institution, Tutor, Quality, Learning process.

INTRODUCTION

This project is focused on the perception that Seminar I students of the Bachelor of Arts in English of the Foreign Language Department of the University of El Salvador have about the quality of student support services and how the lack of knowledge of these services influences the learning process from the beginning to the end of the bachelor. The researchers developed a non-experimental research that will last from February to July 2019; in this kind of study, a researcher cannot control, manipulate, or alter the variables or subjects, but instead relies on interpretation, observations or interactions to obtain a conclusion. At the end of this study, the obtained outcomes were analyzed to get informed about the perception of Seminar I students about the quality of student support services.

In this study, the researchers tried to detect the relationship between independent variable and dependent variable. The independent variable is student support services that are offered to the university community such as Library, Health Center, etc. On the other hand, it is the dependent variable which is Seminar I students registered in the current academic term. It is important to mention that since they have gotten to the last year of the bachelor, they have a more complete opinion about the area to be researched. This study gathered the data through quantitative research; that data was collected from a questionnaire administered by the researchers. At the end of this study, the researchers graphed, analyzed and interpreted the obtained information to provide recommendations that may be implemented to improve the services that are offered to the university community.

Three available groups were offered in this academic term. However, one group was selected to implement a piloting activity to identify possible unclear questions to improve the

instrument that was administered in the group which was used to gather the data. All of that is based on discovering what strategies or actions may be implemented to improve the student support services. Researchers collected data during a normal lesson in a class with the approval of the professor in charge of a group in order not to affect the pace of classes. Besides, it was expected that these results can be taken into account by the university authorities.

Chapter I

STATEMENT OF THE PROBLEM

Research Topic: “Perception of Seminar I Students of the Bachelor of Arts in English of the Foreign Language Department of the University of El Salvador about the Quality of Student Support Services Semester I-2019”

Statement of the problem

In this world, human beings make a great effort to improve their lives either in the present or future. As a result, education has become a very essential element in this world. John Naisbitt, writer, and public speaker about future studies states that “Education is now the number one economic priority in today’s global economy. “Therefore, people who want to get a very good economic status will do their best effort to become professionals in colleges or universities.

So, in that context university students are expected to be successful in their learning process. Carlos Reynaldo López, professor at Technologic University of El Salvador, affirms in his article State of higher education in El Salvador that “quality in education is related to excellence in the educational process and its results through which it is expected that graduates become professionals that have success in their work performance during whole life and assume their role in society they belong to”

As Kerry Audin and John Davy, professors at the University of Leeds, states that "multicultural academic diversity, stimulated by globalization, it is necessary for all aspects of university life, student services included, to meet these new challenges. Many aspects of student life, on an academic, social or cultural level, become more difficult to understand and manage with a population that finds itself in a state of continual growth and diversification" Taking that into account Alina Ciobanu, professor at University of Lasi, affirms that "the creation of efficient student services that are focused on students' necessities, in order to provide the required support for academic activity and stimulate personal, social, cultural and cognitive development, is needed".

On college and university campuses, the division of student affairs provides services to students and supports the educational mission of the institution. These services may include academic support services, academic advising, admissions, alcohol and drug education programs, career services, campus ministries, community service and service-learning, counseling, financial aid, food services, fraternities and sororities, health centers, housing and residence life, multicultural programs, orientation, recreational sports, student activities, student discipline, and wellness programs. All these programs and services have had to adapt to increasingly diverse student bodies.

Research Questions

General question:

- ✓ What is the perception of Seminar I students of the Bachelor of Arts in English of the Foreign Language Department of the University of El Salvador about the quality of student support services semester I 2019?

Specific questions:

- ✓ What is the percentage of Seminar I students that have knowledge about the different support services that are offered by the university?
- ✓ What are the academic units that are rated the best by students?
- ✓ What actions may the University of El Salvador implement to improve the quality of the services offered to the university community?

Objectives:

General objective:

- To find out the perception, expectations, and satisfaction that Seminar I students of the Bachelor of Arts in English of the Foreign Language Department of the University of El Salvador have about the quality of student support services in term I 2019

Specific Objectives

- To identify if there is a relation between students' expectations and satisfaction about the student support services.
- . To determine what were the expectations students had towards the services the university offered.
- . To define what was the level of satisfaction that students experienced when they made use of the different support services the university offered.

Rationale

Students from universities in their daily experience are exposed to different types of services in their institutions. So, it is assumed that their success is related to those areas in which the students are assisted. Taking that into account, the need for conducting research based on those services is important for our university community. The main protagonists are students who will benefit directly by getting more information about the topic. However, students do not have knowledge about them due to the lack of diffusion from authorities.

Since this document gathers students' opinions through an instrument, those expressions can be used by authorities to meditate about the state of this area. That implies they have the chance to keep or improve the quality of the services given to students. Also, the administration of this research will show to the researchers, a general panorama about the state of student support services, which are not monitored by the local authorities and have a big lack of financial aid that helps to improve them and create more soon.

The report of some universities from around the world is included in this paper to classify and detect some services that may be replied to in our university by the authorities. It is really important to emphasize that each educational system is different. Therefore, those services need to be adjusted to our reality and context before offering them to the university community.

All research topics need to have a good literature review in order to obtain information that supports the administration of that research. So, in that context, the researchers have detected a big lack of literature concerning this study area and it gets more critical when talking about the University of El Salvador because the researchers have found very little information about

student support services. As a result, the research team has just had the option of getting some pieces of information from some theses. Therefore, the researchers consider this research will be essential for future investigations for the students no matter their school or bachelor.

Delimitation of the Problem:

To carry out this research, the team has decided to observe groups 1 and 3 of Seminar I at the Foreign Language Department, University of El Salvador, Semester I 2019.

Chapter II

THEORETICAL FRAMEWORK

Historical Background

- **South Africa**

Student affairs did not become a unitary profession in South Africa until the end of apartheid in 1994. As in other countries of sub-Saharan Africa, South African universities have broadly followed an American model of student affairs administration. Difficulties in the implementation of student affairs principles from developed countries have been characterized as due to South Africa's status as a developing country.

- **United Kingdom**

Student affairs draw its origins on the Oxbridge model and the Anglo-American concept that schools stand *in loco parentis*, creating a greater legal obligation for the university to govern student life. However, professional student affairs administration in the United Kingdom is of relatively recent date: student affairs departments became a feature of all United Kingdom universities in 1992, having previously been widespread only in the new universities.

- **United States**

The profession of student affairs “grew from the campus up, not from theory down”. Early higher education in the United States was based on the Oxbridge model of education; thus, most early institutions were residential and the tutors lived in the halls with the students. These men were the precursor to student affairs professionals in the United States. Typically,

they served as dean of discipline and *in loco parentis* (in place of the parents). These early student affairs practitioners' focus was on control of the student as opposed to modern philosophy, which focuses on the development of the student as a whole, but has always connected those interested in the welfare of students with students needing assistance.

In the late 19th and early 20th centuries, as the number of land-grant institutions increased, enrollment expanded, student populations began to include women; the idea of vocationalism began to influence academics and the institution's president began to be viewed as "the chief moral front". With these changes, it became apparent that additional staff members were needed to allow the president to respond to the issues of finance and faculty recruitment.

These first student affairs professionals were the dean of women, dean of men and personnel workers. Many of the early deans came from "teaching roles in the liberal arts". The first dean of men was LeBaron Russell Briggs at Harvard University in 1890, with the first dean of women being Adelia Johnston in 1869 at the Oberlin College as lady principal and later named Dean of Women in 1894. Alice Freeman Palmer in 1892 at the University of Chicago was the first to hold the title of Dean of Women.

The dean of men's position typically included discipline but could vary depending on the institution's overall philosophy. The position description might have read, "that officer in the administration who undertakes to assist the men students to achieve the utmost of which they are individually capable, through personal effort on their behalf, and through mobilizing in their behalf all the forces within the University which can be made to serve this end". The one thing that remained consistent was the responsibility to deal with men and help them develop to their potential.

Deans of Women were trailblazers as women in positions of authority. Not only were women at colleges and universities a new development, but also women as staff members even more new. The institutional leadership was dominated by men, but still, they persevered including the founding of what is now the American Association of University Women (AAUW) in 1903.

In December 1918 Robert Rienow, the dean of men at the University of Iowa, wrote a letter to Thomas Arkle Clark, dean of men at the University of Illinois, suggesting a meeting that is now recognized as the founding of the organization now known as NASPA (Student Affairs Administrators in Higher Education).

In 1924, May L. Cheney, who organized a teacher placement office at the University of California, Berkeley, helped form the National Association of Appointment Secretaries (NAAS). That year, NAAS met for the first time and came as guests of the National Association of Deans of Women (NADW) to a convention sponsored by the Department Superintendence of the National Education Association. In 1929, forty-six NAAS members registered for the Sixth Annual Convention. NAAS became the National Association of Personnel and Placement Officers (NAPPO). The name American College Personnel Association (ACPA) was adopted in 1931. Association communication consisted of one mailed newsletter, the *Personnel-O-Gram* (P-O-G). In 1937, the Student Personnel Point of View statement was developed by leaders of the American Council on Education (ACE) and ACPA.

The Student Personnel Points of View, written in 1937 and 1949, further developed the area of student affairs. In the 1960s the student development movement, the study of the student as a whole - physical, mental and emotional, was introduced. In the 1970s the landscape of

student affairs began to change when the voting age was lowered and 18-year-olds were granted adult status in the eyes of the law. In the United States as early as 1992, student affairs began to see a change in the reporting structure. Chief student affairs officers began to shift to the provost, the chief academic officer.

Foundations of student affairs and services

UNESCO in its report *Student Affairs and Services in Higher Education: Global Foundations, Issues, and Best Practices* mentions some foundations about student affairs and sets the first conference about higher education done in 1998 as a great reference for the improvement of that area.

The 1998 World Declaration on Higher Education calls for a major global effort to improve the delivery of higher education in every country in the world (WCHE, 1998). This call was formulated for a variety of reasons, not the least of which is the important role that higher education plays in the improvement of the social, cultural, political, economic and environmental aspects of the global society. This progress may well occur in different fashions and on different timelines depending on the region or country; however, if any area of the world wants to provide its citizens with an improved quality of life, it must include the funding of a higher education system that will help move citizens toward a better life through teaching, research, advanced employment, and service.

The more traditional and most of the not-so-traditional methods of delivering higher education academic degrees are primarily comprised of the classroom instructional model or approach. Besides, there is increasing evidence that higher education also must address the

basic personal needs of students by providing a comprehensive set of out-of-classroom student services and programs commonly referred to as student affairs and services. These efforts should be designed to enable and empower students to focus more intensely on their studies and their personal growth and maturation, both cognitively and emotionally. They also should result in enhanced student learning outcomes. Another important rationale for these efforts is economic because investments in students and student affairs and services provide a healthy return to national economies as the investments help to assure students' success in higher education and their subsequent contributions to the national welfare. Student affairs and services professional theory and practice are informed by several academic disciplines. Student development theory draws from research in psychology, sociology and human biology. Mental and physical health services rely heavily on medicine, psychiatry, clinical and counseling psychology, education, exercise sciences and health education/wellness, as well as others.

The effective administration and leadership of the wide variety of student affairs and services is based, in part, on the theories of management, accounting, human resources, marketing, statistics and educational research, and leadership studies. Because the array of the services and programs offered by student affairs and services is wide and diverse, the latest thinking, research and practice from an equally wide and diverse set of areas of academic study and practice necessarily underpin its effectiveness. These perspectives also are utilized in other sectors of society, both private and public.

Another important role for Student Affairs and Services is to prepare students for a life of service to their society. Every day we are reminded of the critical work in the areas of human and social development that need to be done in many areas of the world, developing and

developed countries alike (GUNI, 2008). These professionals are increasingly being prepared to work with their teaching colleagues and nongovernmental organizations (NGOs) to increase the amount of community services and service-learning opportunities, e.g., internships, experiential units and short-term experiences, available to students as a part of their coursework and degree programs

Basic principles and values that support an effective student affairs and services program

The United Nations Educational, Scientific and Cultural Organization (UNESCO) sets some principles that are important for getting a successful student affairs program. This concerns itself with student affairs functions and services that nurture the success of students as learners in the academy. While specific principles, values, and beliefs might vary, depending on the region or country of origin, the tenets outlined here have nearly universal appeal and allow readers to understand how they might apply to the creation and ongoing assessment of student affairs functions and services in higher education anywhere.

- **Access and diversity**

Higher learning is enhanced by creative conflict, in particular as students, faculty and student services professionals of varying backgrounds encounter in one another differences of histories, experiences, and points of view. Thus, every effort should be made to attract and retain a diverse student body and staff. The mission for student affairs functions and services must be consistent with the institutional mission, its educational purposes, the location in which it is operating and its student characteristics. Programs must be established and

resources intended for meeting the ultimate goal of student affairs functions and services: enhancement of student learning and development.

- **Learning**

Higher education must address the personal and developmental needs of students as whole human beings. Student affairs functions and services should assume leadership in this regard, as well as in the appropriate advocacy of students in general. The delivery of student services and programs is based on a number of critical values, including diversity, pluralism, inclusiveness, community, high expectations, a global view, citizenship and leadership, ethical living, the inherent worth of the individual and the idea that students can and must participate actively in their growth and development. Higher education must prioritize academic and career counseling programs to assist students in preparing for their life work, employment and subsequent careers beyond the academy

- **Resource management**

Student affairs functions and services must subscribe to high standards of practice and behavior, including professional preparation, assessment of professional qualifications, continuing training and development, evaluation of services, programs, and staff performances, assessment of student outcomes, adherence to codes of ethics and use of effective management practices. All are necessary to deliver the best in services, programs and to remain accountable to students and other constituents. Student affairs and services funding sources ideally should be diversified and include significant institutional support.

Funding from outside sources, such as grants from foundations and philanthropies, cooperative relationships and alumni donations, may be necessary to provide the array and

level of services required. Resources must be intended to those student services and programs that enhance student learning and success concerning demonstrated need and demand.

Information technology (IT) is essential to the efficient and effective management of student services and programs. It must, therefore, be made available to students and student affairs and services workers to achieve learning and success goals for students. Research and assessment on student affairs and services professional along with teaching faculty, bring to the academy a particular expertise on students that impacts their development and their learning environments. They gain that information through systematic inquiry, including both quantitative and qualitative research methods.

They are closely aligned with the academic mission and serve as invaluable links between students and the institution. They also serve as role models with high expectations of students and their capacities.

University of El Salvador.

University of El Salvador is the only public higher education institution in the country. It receives thousands of teenagers every year who want to have access to higher education. The services provided include different areas such as social, physical and intellectual and others.

Some of them are:

- ✓ Wellness center
- ✓ Sports Center
- ✓ Disability services
- ✓ Arts and culture
- ✓ Book store

- ✓ Social Projection.
- ✓ Student's right office
- ✓ Financial aid
- ✓ Scholarships Fund
- ✓ Library system.
- ✓ Admissions
- ✓ Students Registrar

However, the research team considers there are some of them which are more likely to be used; those are the following six.

- **Wellness Center**

This important service is given by professionals from the University Health Center. The main mission is to protect and optimize the integral health of the students of the University of El Salvador, including teachers and employers.

The main services offered by the university health center are General Consultation, Internal Medicine, Dermatology, Gynecology, Family Planning Program, Ophthalmology, Orthopedics, Otolaryngology, Nutrition, Physiotherapy, Clinical Laboratory, Nursing, and Small Surgery.

Every year, fairs are done in the different schools of the campus offering free consultations in the areas of Nutrition, Psychology, Physiotherapy, Reproductive Sexual Health, and sometimes the taking of AIDS Tests; thus benefiting the entire student and workers population of the university. To contribute to the acquisition of students' experience student

graduates and non-graduates in the fields of Medicine, Nutrition, Nursing, Physiotherapy, Clinical Laboratory, Health Education, Psychology, Public Accounting, Social Work and Law participate in the different activities held by the health center.

To deal with emergencies, it offers a telephone number, which students can call to resolve their medical problems. In case, they do not have a cellphone, they can ask for help from guards of university so that they can call by their walky-talky device directly to the health center to ask for an ambulance if necessary. In addition to the health services offered, the university has created a Sports Clinic whose objective is to help athletes who practice any type of sports given by the Sports Center on the campus.

The sports clinic has two physicians, to benefit the official athletes and amateurs who practice various sports activities within the university community. Doctors have a specialization in sports medicine, to address the main health problems related to sports. The sports care clinic functions as an office of the university health center, clearly emphasizing its focus on students who practice some sports discipline. It has the areas of attention such as Physiotherapy, Nutrition, and General Medicine

- **Social Projection:**

This division is in charge to provide different types of services about social concern. For instance Social service, support for scientific research, internships, volunteering, professional practices, sports and arts events, etc. Besides, a labor exchange was established in 2014 as a mediator among companies and graduate and non-graduate students that seek a job opportunity. To achieve that students are provided with workshops about designing resumes so that they can look neat and clean in the several job fairs that take place in the university.

It is important to point out that those activities are held in Santa Ana and San Miguel Campuses too.

- **Library system**

The Main Library is a strategic unit, which mission is to provide the university community with optimal access to resources and updated information tools, through the implementation of modern high-quality services that stimulate human and professional education of the student and that encourage research scientific; thus contributing to the academic, social and cultural development of El Salvador.

One of the bibliographic resources of greater demand is digital; in this sense, the library system of the UES offers online loan services through the databases of journals and e-books acquired by subscription and purchase to which the users can freely access from the main campus and the three multidisciplinary schools.

EBSCOhost, Research4life, and INASP are the three supplier companies that manage the 28 listed databases, which in turn specialize in different areas of knowledge. It is important to note that of the 28 databases, 4 are in Spanish and the rest in English. The EBSCOhost and Research4life providers can be accessed from inside and outside the campus (remote access) while the INASP databases can only be accessed from the Campus. Besides, the university is a member of the Consortium of University Libraries of El Salvador (CBUES)

Besides, the library provides bibliographic material in printed mean since 2014 to students, teachers and the university community in general. This collection is classified into

bibliographic titles, scientific journals, and theses; as well as by areas of knowledge. Some of them are Economics and business administration, Sciences, Health, Law, and Arts

- **Admissions**

The university admissions unit is responsible for formulating policies and selection criteria for new students. It receives the applicants each year to enroll in a university career and coordinates the admission process in coordination with the schools and with the central offices. All questions or doubts related to the admission process are resolved by this office.

- **Sports center**

This division from university provides the opportunity for students and employers to practice a sport from the ones that are offered. The sports to which they have access are chess, basketball, handball, indoor football, beach football, boxing, athleticism, karate, Kung Fu, taekwondo, judo, tennis, swimming, volleyball, and gymnastics. To participate in those disciplines, students must register on the official web site and complete their profile with their personal information. After that, they have to attend to sport facilities to verify their account with their trainers of the discipline they registered; that allows students to validate their registration and edit their profiles in case they want to choose a new discipline and schedule of practice.

- **Students Registrar**

This office is responsible for ensuring the application of the general provisions on procedures, dispositions and academic resolutions. Some of its attributions and duties are the following:

- a) It is responsible for communication between the School and the Secretary of Academic Affairs regarding administrative academic aspects.
- b) Contribute to develop administrative academic policies and guidelines.
- c) Plan, schedule and coordinate, in correspondence with the School Planning Unit, the various administrative academic services of their respective School.
- d) Provide the general and statistical information of an administrative academic nature that is requested by the competent authorities.
- e) Join the Council of Academic Administrators to develop the administrative academic policies and guidelines of the Academic System of the University of El Salvador;
- f) Schedule and coordinate the advice to students, to guarantee the proper functioning of the Academic Registration System.
- g) To guide the students who demand different administrative academic procedures.
- h) Receive and process the administrative academic requests submitted by the students to be resolved by the competent bodies in the corresponding legal term, according to the Organic Law of the University of El Salvador;
- i) Prepare and declare the list of students to fulfill a Special Program of Academic Reinforcement (PERA);
- j) Keep the Academic Registration System updated, functional and available;
- k) Ensure that the different administrative academic procedures requested by students are of quality.
- l) Keep the university population informed on time about the system of administrative academic procedures.
- m) Advise and dictate to the corresponding Organisms regarding the Administrative Academic processes.

- n) Manage before the competent authorities the activities that allow keeping the student academic record updated in the Information System of the Academic Administration.
- o) Participate in the university admission process as established in this Regulation.
- p) Keep an updated record of the majors with their respective plans and curricula of the School.
- q) To collaborate in the administration of the plans and programs of study of the majors of the School.
- r) Coordinate the relative and pertinent to the graduation process, according to what is established regarding the Graduation processes regulated in these Regulations and send it to the Secretary of Academic Affairs.
- s) Issue proof and documents of administrative academic nature, requested by the student.
- t) Prepare and present the annual work report of the Unit, with the corresponding statistics.

Country reports around the world

UNESCO in its report Student Affairs and Services in Higher Education: Global Foundations, Issues, and Best Practices, presents different reports from countries around the world about the work they are doing in the students' affairs area. On this occasion, the research team has chosen some of those countries to analyze those services.

- **Argentina**

Background information on student affairs/services

The history of higher education in Argentina started with the creation of the University of Cordoba in 1622. The manifesto of the First National Congress of Students in 1918 in

Cordoba introduced the concept of democracy and autonomy in the university. The participation of students in the governance of the university has precipitated numerous support programs. There are some 40 public and 55 private universities.

Qualifications/training of staff

There are currently no specific student affairs training programs. The staff members responsible for providing support are from various social service professions and higher education areas (academics, social workers, psychologists, nurses, and doctors).

Typical services and programs offered

The scholarship department offers information about internal and external scholarship opportunities. Scholarships may cover expenses for transportation, copy services, housing, cafeteria and medical assistance for the students and/or their family for emergencies during the academic year, as well as work-study with their department. There are cash awards. There is an age limit for benefits with exceptions for students with disabilities or those from indigenous populations. There is also financial aid for students who move from their province to continue their education. Private universities have benefits for students with academic potential but low resources.

The Health and Wellness Department prepares multiple activities in addition to the regular ones: medical check-ups, nursing, emergency, control of admission medical exams for both students and employers and physical examination for sport aptitude, among others. The Physical and Sport Education Department offers free classes, tournaments, and training in basketball, soccer, tennis, aerobics, chess and swimming.

There are day-care facilities for children of students, faculty, and staff. The Cafeteria is open for students with scholarships and to others for a minimum fee. There are housing services in some universities. The Student Employment Office assists graduates to enter the job

market through internal promotion in industry, maintaining communication with the students about job opportunities.

Academic services offer quality courses in the area of information systems. There are language labs. Each of the colleges in the public universities has a library and students can borrow material with their Library ID card. The Psychology and Psycho-pedagogy Department offers vocational orientation and learning skills workshops. There is also attention given to emotional problems that may serve as an obstacle to a student's academic achievement. This unit also tracks the academic progress of students receiving tutorial services. The tutor's responsibility is to guide students when they experience learning difficulties and in their relationship with the faculty. The Social Service Division promotes and participates in the policies of prevention and assistance as regards the social problems of the university. It is also involved with diagnostic research about the socio-economic and family situation of the students. One of its goals is to improve the nutritional condition of those students without economic resources.

Organizational structure of student affairs/services

In public universities, the Secretary of University Support assists the rector and coordinates activities related to the well-being of the university community and its integration into the environment. The Secretary is responsible, among other functions, for planning actions that facilitate the socio-economic development of the students in areas such as health, family assistance, sports, and recreation. It works in coordination with the Secretary of Student Affairs of each college. It maintains inter-institutional relations with the municipalities that allow them to execute diverse academic activities for instance: training, extensions, and internship of students.

- **Australia**

Background information on student affairs/services

In Australia, the term 'student services' describes student support initiatives or units. Student support, student services, and student amenities are the responsibility of three agents of service delivery: the Commonwealth Government, the universities and student organizations. All three have made significant investments and contributions to the evolution of student support, services and amenities since the middle of the twentieth century. Student services units and programs aim to enhance the student experience and to enrich campus life. Australia has a growing number of higher education student enrolments. As of 2006 more than 984,146, students were enrolled in Australian higher education programs. International students accounted for 25.5 percent of the total enrolment (250,794).

Typical services and programs offered

The primary goals for student services are 1) to assist students make successful adjustment and transition to the university environment; 2) to reduce enrolment attrition and enhance student retention. Specific service delivery areas include academic advising, academic skills enhancement, information literacy, peer mentoring, student equity, services for students with disabilities, student social engagement activities, psychological counseling, student development services, careers, employment services, student housing services, international student services, indigenous student support centers, indigenous cultural programs, sports and recreation activities and student health services. Increasingly student services and/or student organizations are involved in forming campus-wide policies and procedures that impact the student experience. The director of student services (or the pro-vice-chancellor (students) or the dean of students) is responsible for student disciplinary procedures.

Qualifications/training of staff

Student services staff usually holds a university qualification and in specific fields of practice: academic skills services, student psychological and counseling services, careers and employment services, and disability services. There are no degree programs specifically focused on student affairs as a career destination offered in Australia.

Organizational structure of student affairs/services

Typically, the head of the student services area is a director or associate director reporting to a dean of students, an academic registrar, pro-vice-chancellor (students and registrar) or a deputy vice-chancellor (academic).

- **Canada**

Background information on student affairs/services

Student affairs and service programs in universities throughout Canada formally began in the mid-1940s. Before this student services were coordinated by housing professionals, the registrar and individuals whose titles varied - but were predominantly entitled dean of men or dean of women. For purposes of this report higher education is defined as those formal programs that occur informally recognized post-secondary institutions. The community college structure has also enjoyed the expertise of student service professionals beginning in the early 1960s. Currently, Canada has over 90 universities and affiliated colleges and over 100 community colleges and institutes.

Typical services and programs offered

The services traditionally offered on college and university campuses in Canada include housing, counseling, recruitment, enrolment management, chaplaincy, student success,

student judicial affairs, disability, career development, cooperative education, health, scholarships and awards, aboriginal services, ancillary services, and athletics. Variations in each of these services will depend on the culture and history of the institution.

Qualifications/training of staff

Student service professionals have a wide range of qualifications which predominantly depends on their area of expertise. The majority of professionals have a bachelor's degree at a minimum. Many have further education at the master's and doctoral levels. Before 2007 there was only one graduate-level preparation program in Canada. There is currently a trend towards having senior student service administrative positions that require a doctoral degree and be appointed from within the professoriate.

Organizational structure of student affairs/services

The organizational structure varies within each university and college. Position titles include associate vice president (students), vice-provost (students), dean of students, and director of student services. There appears to exist a movement to ensure the portfolio is included as part of the president's senior executive. Hence, the title of vice-president (students) is gaining popularity. The majority of positions report to the vice-president (academic) or chief academic officer or the president and vice-chancellor.

- **China**

Background information on student affairs/services

China has a total of 1,867 regular universities, of which 720 are undergraduate, four-year-institutions and 1,147 advanced professional institutions, typically three-year colleges (2006 data). Among regular universities, 450 offer graduate degrees and 317 are research

institutions offering graduate studies. There are also 444 universities for non-traditional (adult) students. The total number of students in all educational institutions is over 25 million. The education and management of students and services are known in China as 'student work'. The term 'student affairs administration' is a relatively new concept in Chinese higher education, though many Chinese universities use 'student work' and 'student affairs' interchangeably. Student affairs administration is shared among the offices of 'student management' (involved in 'moral' education), 'educational auxiliaries' (similar to 'academic support' provided by schools, colleges or faculties in the universities) and logistics department (equivalent to auxiliary services in the United States, such as 'dormitories', campus maintenance, housekeeping, public safety, etc.), with designated individuals in charge of each office.

Typical services and programs offered

Services mainly include: Learning support, dormitory, and dining, financial aid (mostly in the form of bank loans), physical education, medical health, psychological counseling, career development, student entrepreneurship support, management of student organizations, etc.

Qualifications/training of staff

The minimum requirements to be a student affairs staff member include at least an undergraduate degree and a relevant professional ('on the job') training and experience in student work. Some staff members have master's or doctoral degrees in a related field. Staff members who work in health care and psychological counseling are required to have appropriate credentials. Other areas of services also require relevant professional training. There are currently no formal academic degree programs that offer training in student affairs administration as a career profession.

Organizational structure of student affairs/services

In a university, there is usually a university-level leadership group or 'administrative unit' for student work. One of the senior university administrators such as the vice-secretary assumes the role as the director of student work. Staff members who are responsible for various offices or departments within student work report directly to the vice-secretary. Normally, student work includes the following offices, departments or centers: student affairs, academic affairs, logistics or logistics service center, psychological counseling, financial aid, career development, etc.

- **Germany**

Background information on student affairs/services

In Germany, the local *Studentenwerke* (STW, student service organizations) performs public responsibilities related to economic, social, health-care and cultural support to all students. These organizations are completely autonomous and fully independent from the higher education institutions which they serve; something completely different in colleges and universities in Anglo-Saxon countries, where these responsibilities are carried out by departments that are an integral part of the respective university or college.

The STW emerged after the First World War from the students' mutual aid initiatives. With the support of the industry, they founded student houses, restaurants and loan societies, and arranged for factory work to alleviate economic hardship. Today, there are 58 local STW in charge of 2 million students enrolled at about 370 higher education institutions. Hence, many STW are simultaneously responsible for several higher education institutions and, in some cases, for institutions at various locations. The mission of the STW is to contribute substantially to the realization of equal opportunities. In collaboration with the higher

education institutions and the university towns, the STW strives to improve the social framework conditions for higher education study.

Typical services and programs offered

Typical tasks of the local STW are: student housing, student restaurants/cafeterias, financial aid (administration of the Federal Educational Assistant Act), advisory services (for psychological problems, and social and legal counseling), guiding and counseling centers for students with disabilities, international students, cultural activities, daycare centers for children, etc.

On the national level, the DSW supports and coordinates the work of its members. Its main tasks are to organize the exchange and flow of experience between the local STW and to safeguard the social-economic policy interests of all students.

Qualifications/training of staff

Student services staff is mainly administrators with relevant qualifications specific to their fields of practice. Depending on their working areas they have either a university degree or did a specific vocational training (e.g., chef of the student restaurants). There are no formal student affairs generalist academic preparation programs. DSW supports the STW either collectively or individually by organizing special conferences, compiling working aid, publishing information material, and carrying out initial and continuing education and training.

Organizational structure of student affairs/services

Local-level: The STW are mainly independent statutory bodies of the 16 federal states (*Länder*). Their organizational structure is slightly different from federal state to federal state. In general, the STW has three governing bodies: the executive director, the board and the administrative council. Traditionally, students and professors are represented on the board as

well as in the administrative council. Representatives of public life are often been part of the council. The executive director is elected by the council and appointed after confirmation by the respective minister. In total, the local STW employs some 15,000 people (45 percent part-time staff). National level: The DSW has three executive bodies: the members' assembly, the executive board, and the secretary-general. The members' assembly is composed of representatives of the 58 STW and meets annually. The Board, elected by the Members' Assembly, is comprised of 3 professors, 3 executive directors of the local STW and 3 students. The board nominates the secretary-general who assumes the executive responsibility and heads the national office with staff of some 45 people.

Chapter III

RESEARCH METHODOLOGY

a) Type of Study

The type of study that was used in this research is non-experimental. That type of research allows the investigation or examination of variables or phenomena that cannot be manipulated by the researcher, implying that these variables must be studied as they exist since it is often difficult to alter or control them. Typically, this means the non-experimental researcher must rely on correlations, surveys or case studies and cannot demonstrate a true cause-and-effect relationship. Non-experimental research tends to have a high level of external validity, meaning it can be generalized to a larger population.

The variables of this study “Seminar I students and student support services”, are not deliberately manipulated, nor the setting. However, it is observed as it occurred naturally without changes or treatments.

b) Type of Approach

The approach that was used by the researchers is based on quantitative research. That type of research is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. Besides, it is used to quantify attitudes, opinions, behavior and other defined variables and generalize results from a larger sample population. Quantitative research uses measurable data to formulate facts and uncover patterns in research. Its collection methods are much more structured than Qualitative data collection

methods. Quantitative data collection methods include various forms of surveys, online surveys, paper surveys, mobile surveys, kiosk surveys, and face-to-face interviews, telephone interviews, telephone interviews, longitudinal studies, web site interceptors, online polls, and systematic observation.

In this study, the quantitative approach was used to obtain relevant information that was known through the data analysis. The data needed from the students to know what is the perception of Seminar I students about the quality of student support services was gathered employing an instrument. That instrument was a questionnaire to know students' points of view about the topic researched. Then the data was analyzed using quantitative procedures. That type of data is going to be used to get very reliable information and get the results from this study

c) Research Design

For this research, the method selected is a descriptive one. According to Dankhe (1986), descriptive studies search to specify important properties of people, groups, communities or any phenomenon that is submitted to analysis. This is a method concerned with conditions, practices, structures, differences or relationships that exist, the opinion held, processes that are going on or trends that are evident.

The purpose of descriptive research is to examine a phenomenon that is occurring at a specific place and time. The descriptive research attempts to describe, explain and interpret the conditions of the present.

d) Research instruments

The researchers used two types of techniques which are surveys and interviews.

Population and Sample

A. Population: The researchers were interested in studying the perception of Seminar I students about the student support services. The accessible population was all students registered in that subject during this term. There were more than 120 students in the three groups available in the department.

B Sample: the researchers were looking for samples that are accessible to them. So, they chose the convenience sampling type which was probably the most common of all sampling techniques. Subjects were chosen simply because they were easy to recruit. This technique was considered easiest, cheapest and least time-consuming. That means that the researchers chose two groups and as a result 15 students of each one. The researchers asked professors the list of attendance of those groups so that they could choose the participants, through the use of the online app Research Randomizer.

Chapter IV

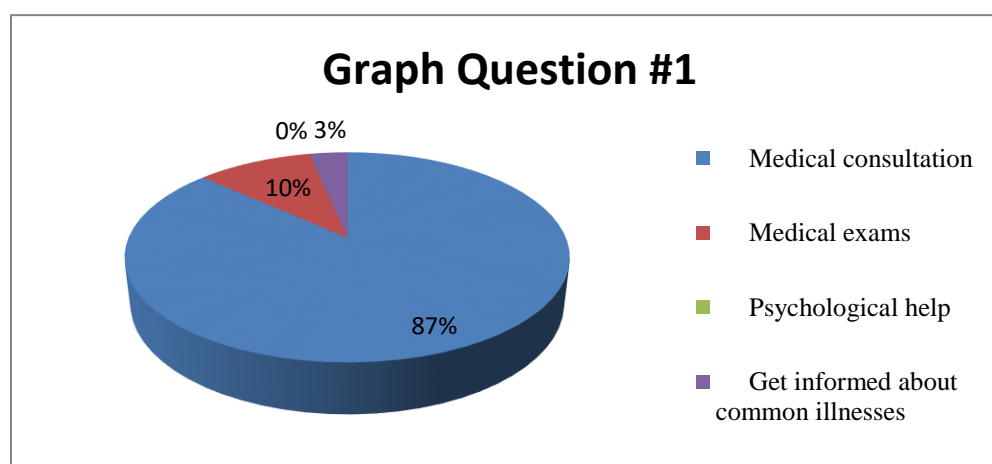
DATA ANALYSIS

Instrumental analysis

WELLNESS CENTER

Question # 1 which of the following is the main reason to go to the wellness center?

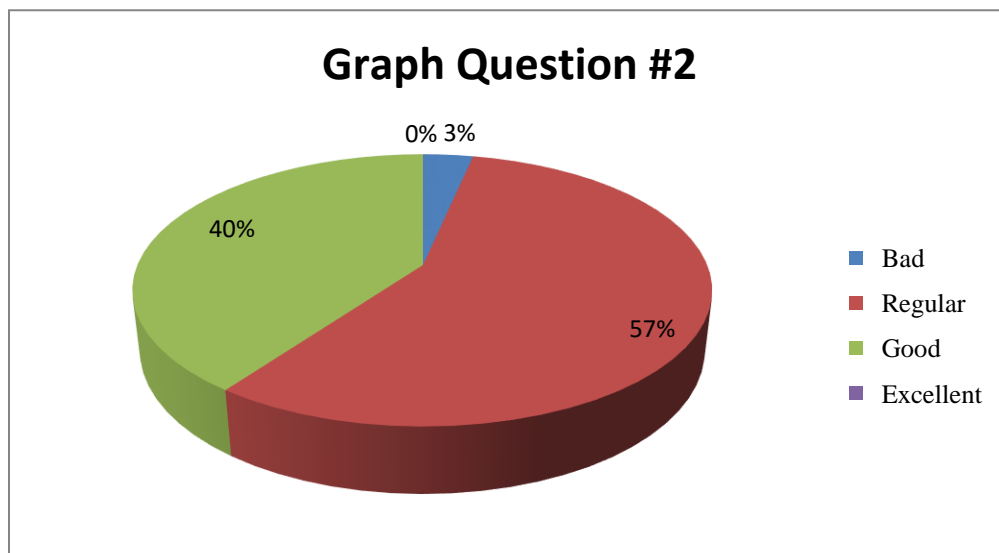
Alternatives	Frequency	Percentage
a) Medical consultation	26	86.66%
b) Medical exams	3	10%
c) Psychological help	0	0%
d) Get informed about common illnesses	1	3.33%
Total	30	100%



According to this graph, 86.66% of students said that medical consultation is the reason to go to the wellness center, another 10 % said medical exams, 0 % argued psychological help while 3.33% stated to get informed about common illnesses.

Question # 2 what is your perception about the quality of the wellness center services?

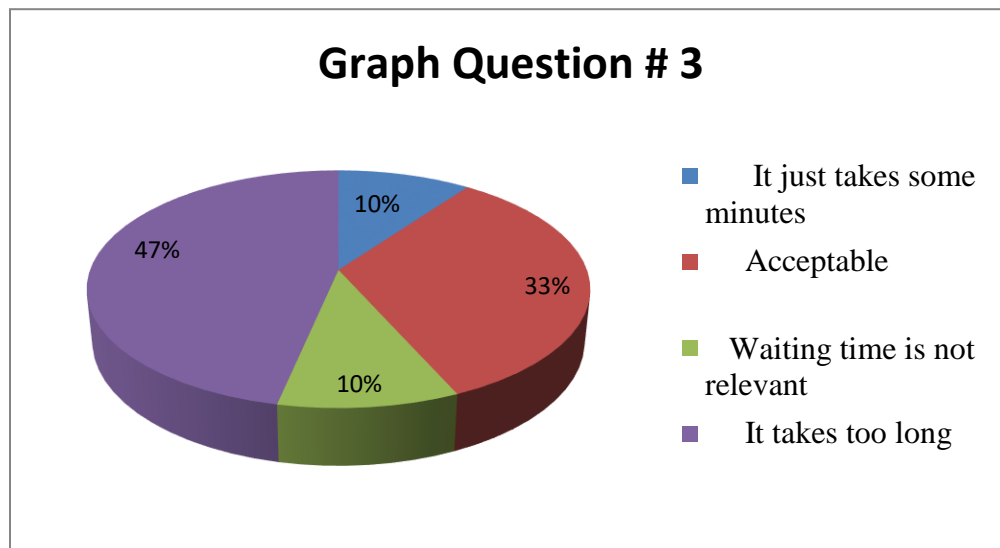
Table N 2		
Alternatives	Frequency	Percentage
a) Bad	1	3.33%
b) Regular	17	56.66%
c) Good	12	40%
d) Excellent	0	0%
Total	30	100%



According to this graph, 56.66% consider that the quality of this unit is regular while that 40% argued that is good. Another 3.33% stated that the quality is bad and finally 0% considers that the quality is excellent. The answers given by the students show that the majority of them think that the quality provided is good. On the other hand, there is a low percentage who considers it as bad. Besides, none of them states that the quality is excellent.

Question # 3 what do you think about the waiting time for a medical consultation?

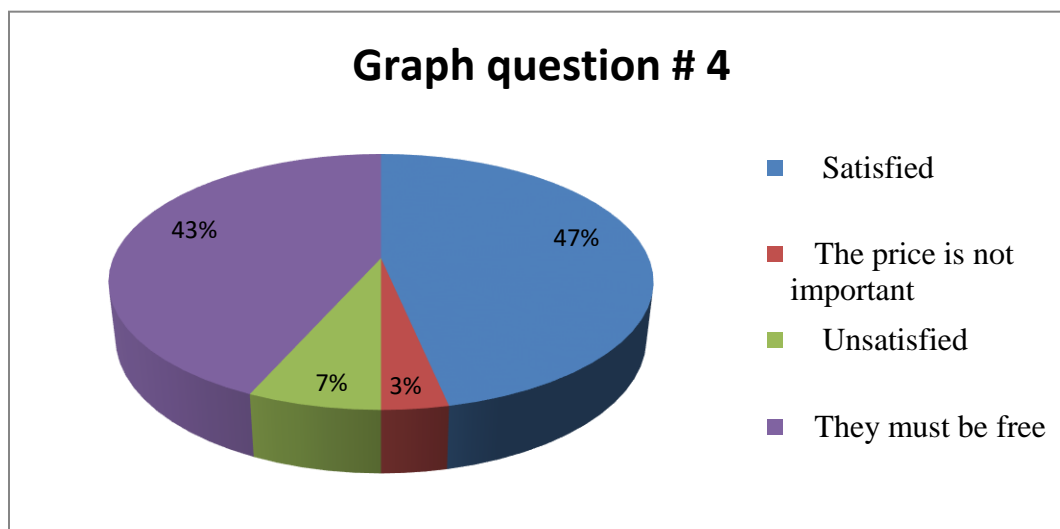
Table 3		
Alternatives	Frequency	Percentage
a) It just takes some minutes	3	10%
b) Acceptable	10	33.33%
c) Waiting time is not relevant	3	10%
d) It takes too long	14	46.66%
Total	30	100%



According to this graph, 46.66% said the waiting time takes too long while 33.33% argued that it is acceptable. Another 10% stated that it takes some minutes and 10% said that waiting time is not relevant. Based on the students' opinion, there is a noticeable tendency about those students who say that it takes a long time to get a medical consultation. On the other hand, there is a considerable percentage that considers that to wait for some minutes is acceptable. Finally, there is a low percentage which don't consider the waiting time as relevant.

Question # 4 which of the following option best describes your opinion about the price of medical exams?

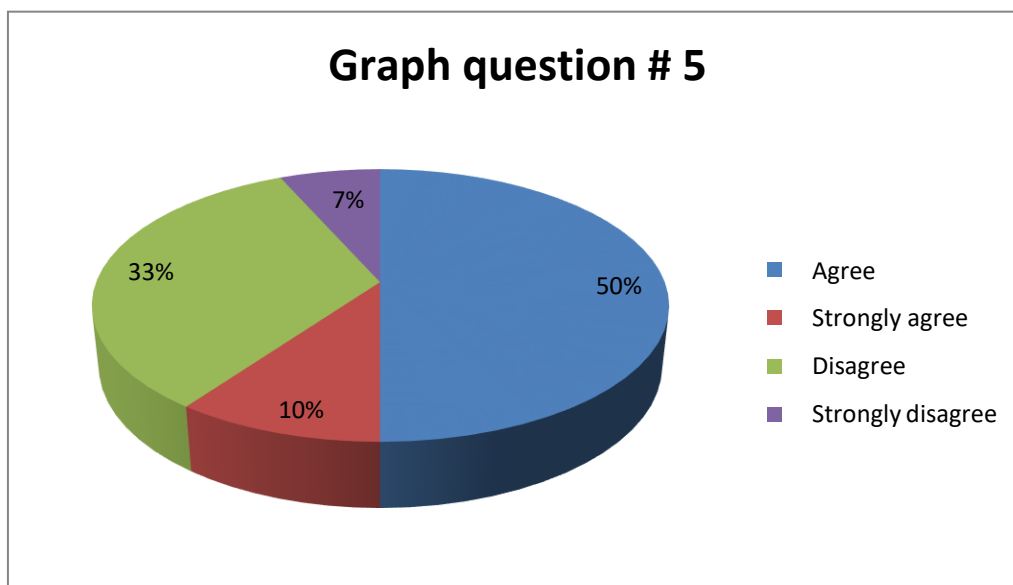
Table 4		
Alternatives	Frequency	Percentage
a) Satisfied	14	46.66%
b) The price is not important	1	3.33%
c) Unsatisfied	2	6.66%
d) They should be free	13	43.33%
Total	30	100%



According to this graph, 46.66% said they feel satisfied with the prices of medical exams; 43.33% argued that exams must be free; another 6.66% stated they feel unsatisfied and finally, 3.33% said the price is not important.: Most students express that they feel satisfied with the prices since it is something they can afford it. However, there is a low percentage that feels unsatisfied with the prices. On the other hand. There is an important percentage which affirms that those exams must be free.

Question # 5 how much do you agree or disagree with the following statement “Wellness center is the best option for students who feel sick?”

Table 5		
Alternatives	Frequency	Percentage
a) Agree	15	50%
b) Strongly agree	3	10%
c) Disagree	10	33.33%
d) Strongly disagree	2	6.66%
Total	30	100%

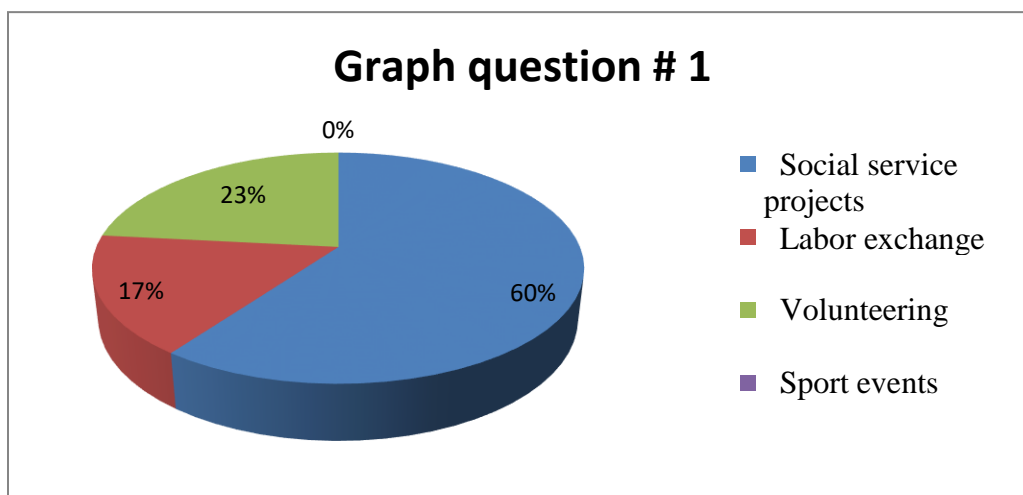


According to this graph, 50% said agree 33.33% stated disagree; another 10 % argued strongly agree while 6.66% said strongly disagree. The majority of Seminar I students agree that the wellness center is the best option for those students who feel sick. On the other hand, there is a considerable percentage that affirms that the place is not the best option in case of getting an illness.

SOCIAL PROJECTION

Question # 1 what is the main purpose to use social projection services?

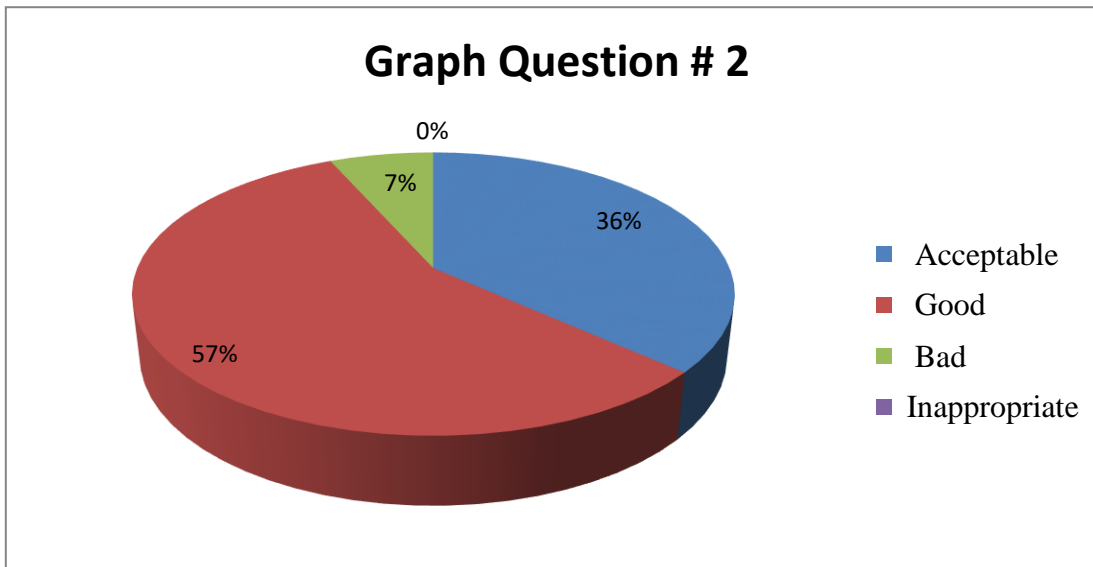
Alternatives	Frequency	Percentage
a) Social service projects	18	60%
b) Labor exchange	5	16.66%
c) Volunteering	7	23.33%
d) Sport events	0	0%
Total	30	100%



According to this graph, 60% said that social service projects are the main reason to go to this unit, 23.33% argued volunteering; another 16.66% stated labor exchange while 0% said sports events. Most students consider that social service projects are the reason to go to this unit since it is a requirement to graduate. However, there is a considerable percentage who affirms volunteering as the main reason. On the other hand, there is a low percentage that says labor exchange.

Question # 2 what is your opinion about the projects that are offered for the social service of students?

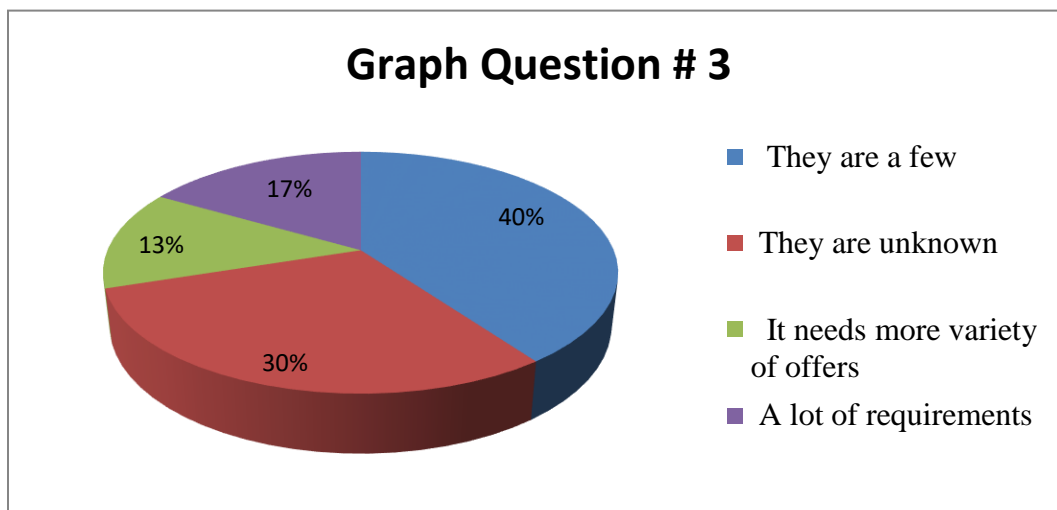
Alternatives	Frequency	Percentage
a) Acceptable	11	36.66%
b) Good	17	56.66%
c) Bad	2	6.66%
d) Inappropriate	0	0%
Total	30	100%



According to this graph, 56.66% said the projects are good, 36.66% argued they are acceptable; another 6.66% stated bad and finally, 0 % said inappropriate. The majority of students states that the projects offered are good. Besides, there is an important percentage who affirms they are acceptable. On the other hand, there is a low percentage who argues they are bad.

Question # 3 what do you think about labor exchange offers?

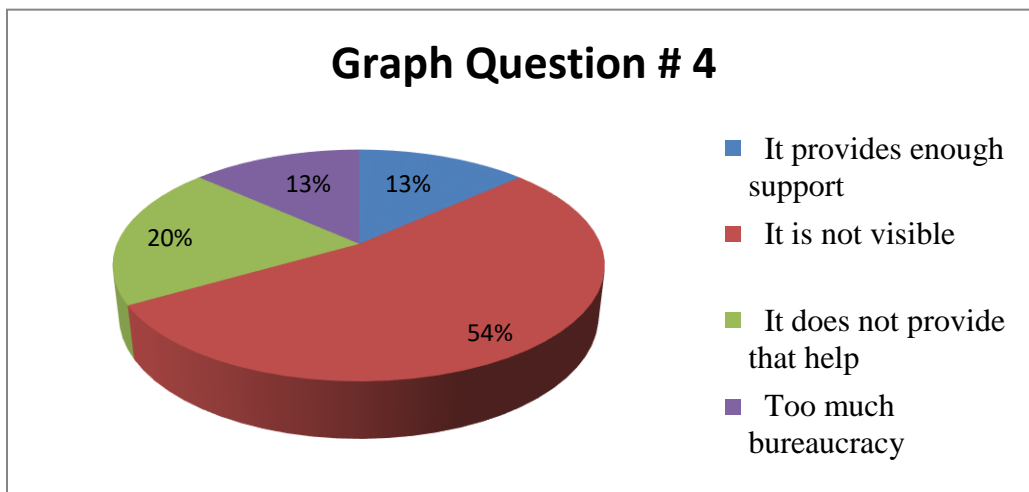
Alternatives	Frequency	Percentage
a) They are a few	12	40%
b) They are unknown	9	30%
c) It needs more variety of offers	4	13.33%
d) A lot of requirements	5	16.66%
Total	30	100%



According to this graph, 40 % said they are a few while 30 % argued they are unknown; another 16.66% stated that there a lot of requirements and finally 13.33% said that it needs more variety of offers. A large percentage of students affirm that the offers are a few. Besides, an important percentage states that they are unknown. On the other hand, a considerable percentage affirms that the requirements are a lot. Besides, a low percentage says there has to be more variety.

Question # 4 which of the following option best describes your opinion about social assistance for students who suffer natural disasters?

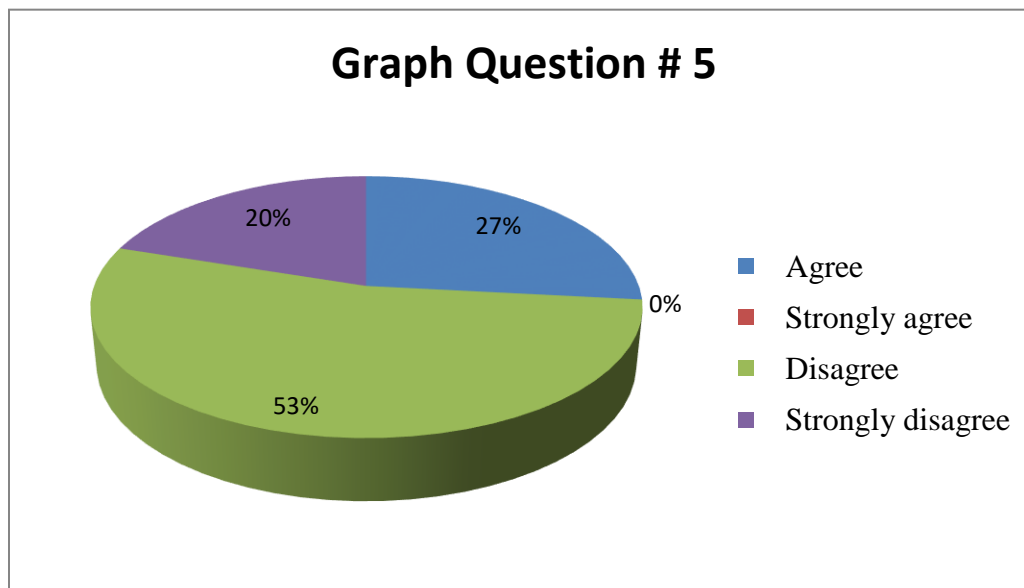
Table 4		
Alternatives	Frequency	Percentage
a) It provides enough support	4	13.33%
b) It is not visible	16	53.33%
c) It does not provide that help	6	20%
d) Too much bureaucracy	4	13.33%
Total	30	100%



According to this graph, 53.33% said it is not visible while 20% argued that it does not provide that help; another 13.33% stated it provides enough support and finally, 13.33% said too much bureaucracy. Based on the responses gotten from the students, there is a strong tendency who considers that this type of help is not perceived. Also, an important percentage states that this support is not provided. Besides, a low percentage says that there is too much bureaucracy to get that assistance. On the other hand, there is a low tendency who argues that the support given is enough.

Question # 5 do you agree with the following statement “Social Projection provides enough support for scientific research?”

Table 5		
Alternatives	Frequency	Percentage
a) Agree	8	26.66%
b) Strongly agree	0	0%
c) Disagree	16	53.33%
d) Strongly disagree	6	20%
Total	30	100%

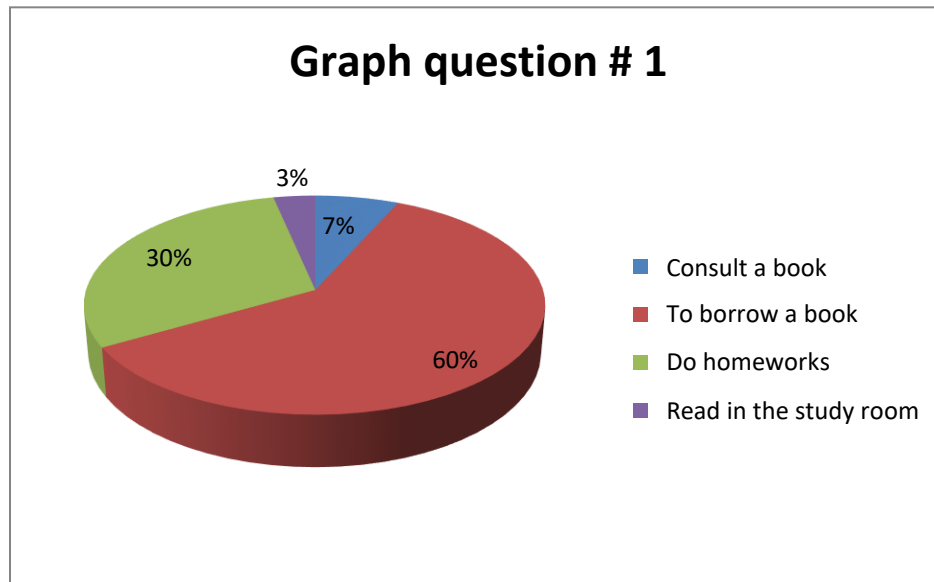


According to this graph, 53.33% said disagree while 26.66% argued agree; another 20% stated strongly disagree and finally, 0% said strongly agree. According to the student’s opinions, they have a considerable tendency to consider that scientific research is not supported by this unit. On the other hand, a low percentage of participants affirms that this research area receives enough support.

LIBRARY SYSTEM

Question # 1 which of the following is the main reason to go to the library?

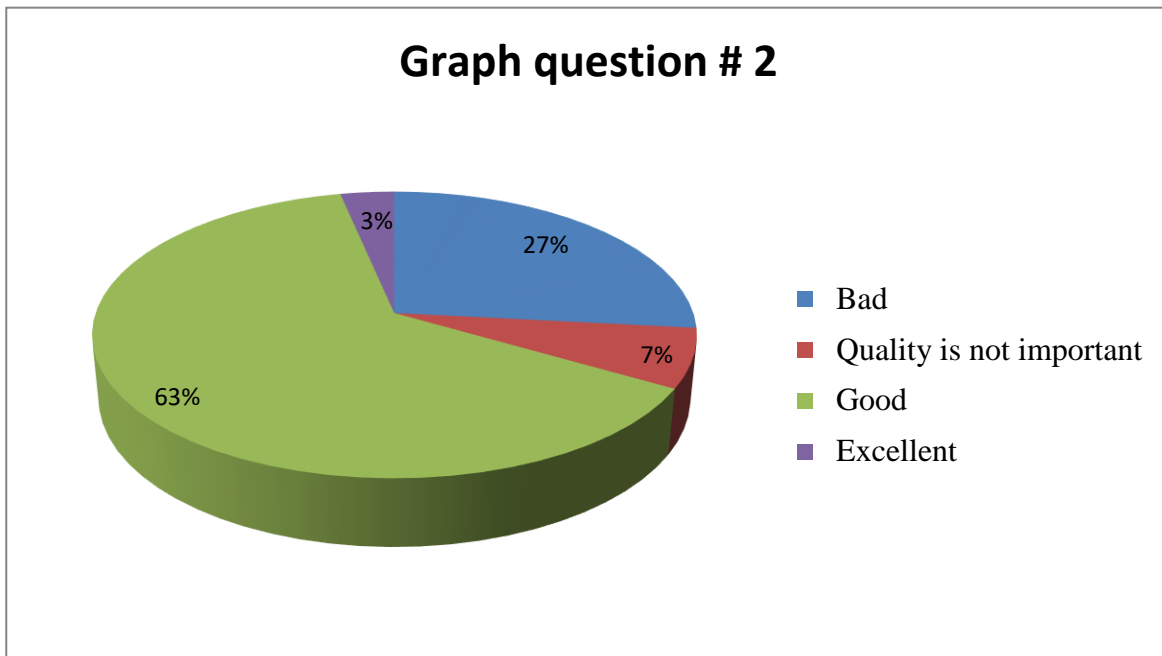
Alternatives	Frequency	Percentage
a) Consult a book	2	6.66%
b) To borrow a book	18	60%
c) Do homework	9	30%
d) Read in the study room	1	3.33%
Total	30	100%



According to this graph, 60% said to borrow a book while 30% argued to do homework; another 6.66% stated to consult a book and finally, 3.33% said to read in the study room. A large percentage of students think that borrowing a book is the main reason to go there. Besides, a considerable percentage states that this place is useful to do homework. On the other hand, a low percentage argues to consult a book and read in the study room.

Question # 2 what do you think about the quality of the services provided by this unit?

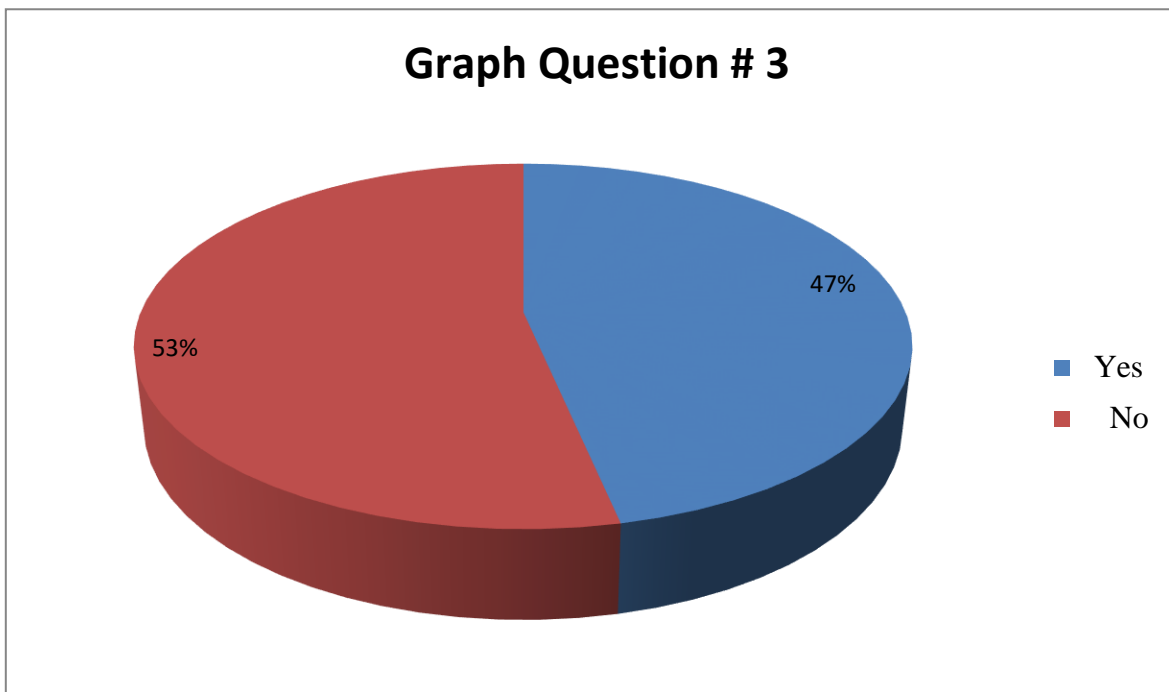
Table 2		
Alternatives	Frequency	Percentage
a) Bad	8	26.66%
b) Quality is not important	2	6.66%
c) Good	19	63.33%
d) Excellent	1	3.33%
Total	30	100%



According to this graph, 63.33% said good while 26.66% argued bad; another 6.66% argued that quality is not important and finally 3.33% said excellent. Most students state that the quality is good and excellent. On the other hand, there is a considerable percentage that says the quality is bad. Besides, there is a low percentage that says quality is not important.

Question # 3 Have you ever used the following databases that the university has access to such as EBSCO, Research4life, and INASP?

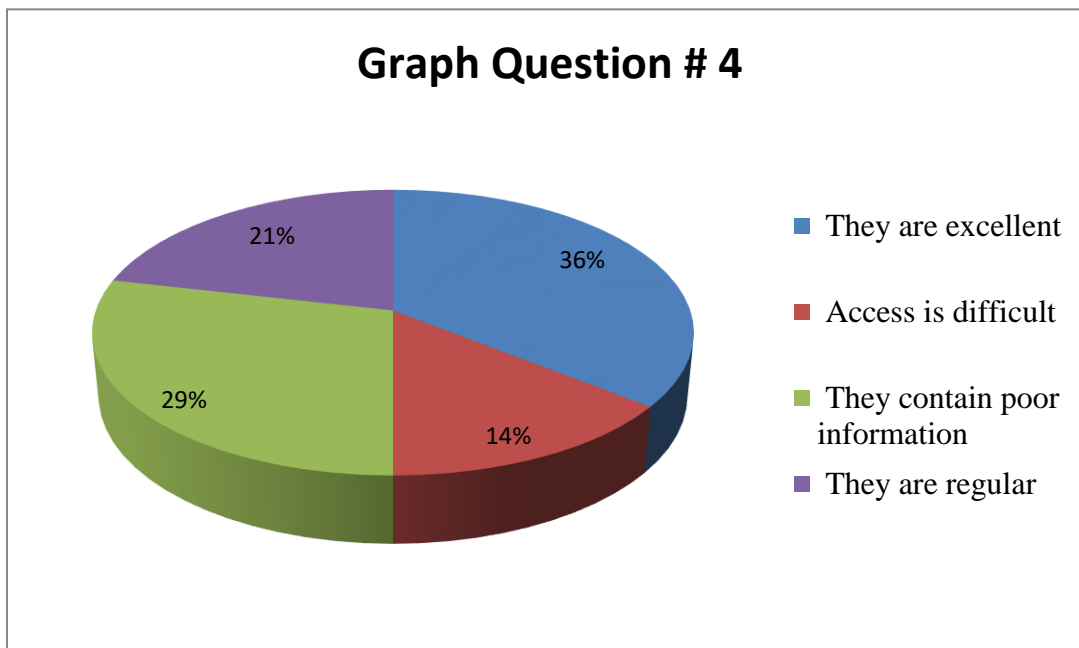
Table 3		
Alternatives	Frequency	Percentage
a) Yes	14	46.66%
b) No	16	53.33%
Total	30	100%



According to this graph, 53.33% said no and 46.66% said yes. Based on students' responses, there is a large percentage that has not used those databases. However, there is an important percentage that has access to them.

Question # 4 if your answer was affirmative, what is your opinion about those databases?

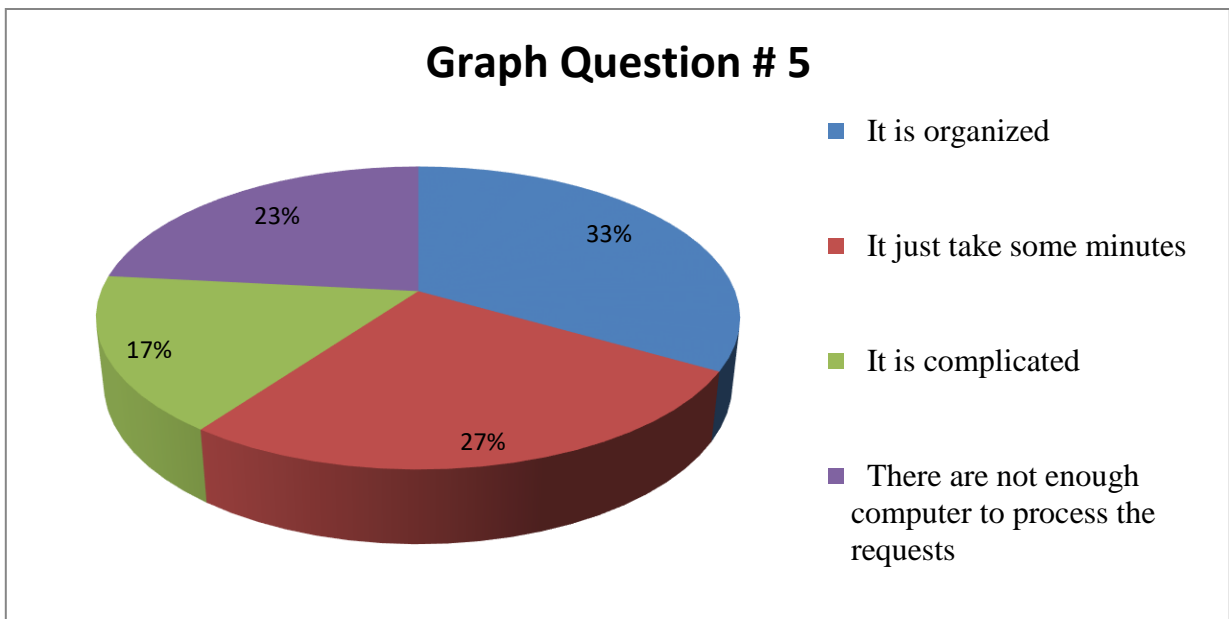
Table 2		
Alternatives	Frequency	Percentage
a) They are excellent	5	35.71%
b) Access is difficult	2	14.28%
c) They contain poor information	4	28.57%
d) They are regular	3	21.42%
Total	14	100%



According to this graph, 35.71% said they are excellent while 28.57% argued they contain poor information; another 21.42% stated they are regular and finally, 14.28% said that the access is difficult. According to the answers given by the students, a large percentage states that these databases are excellent. Besides, a moderate percentage argues that they are regular. On the other hand, an important percentage says it is difficult to access, and the information contained is poor.

Question # 5 what is your perception about the process that students must follow to borrow a book?

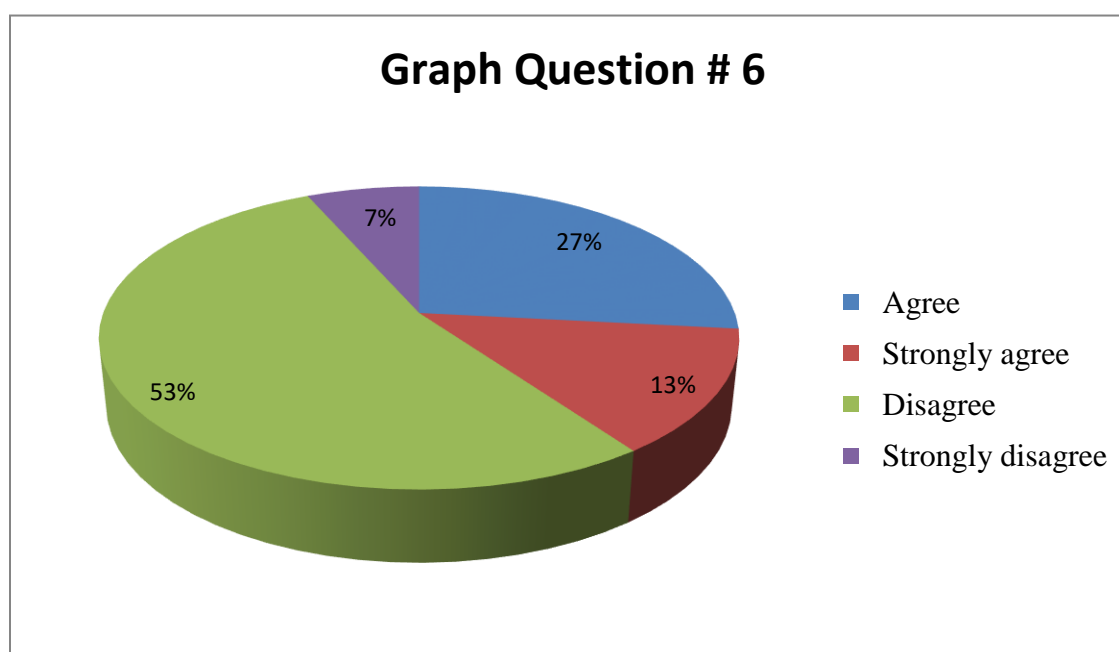
Table 5		
Alternatives	Frequency	Percentage
a) It is organized	10	33.33%
b) It just take some minutes	8	26.66%
c) It is complicated	5	16.66%
d) There are not enough computers to process the requests	7	23.33%
Total	30	100%



According to this graph, 33.33% said the process is organized while 26.66% argued that it just takes some minutes; another 23.33% stated there are not enough computers to process the requests and finally, 16.66% said it is complicated.

Question # 6 Do you agree or disagree with the following statement “Library system offers the best bibliographic source for students?”

Table 6		
Alternatives	Frequency	Percentage
a) Agree	8	26.66%
b) Strongly agree	4	13.33%
c) Disagree	16	53.33%
d) Strongly disagree	2	6.66%
Total	30	100%

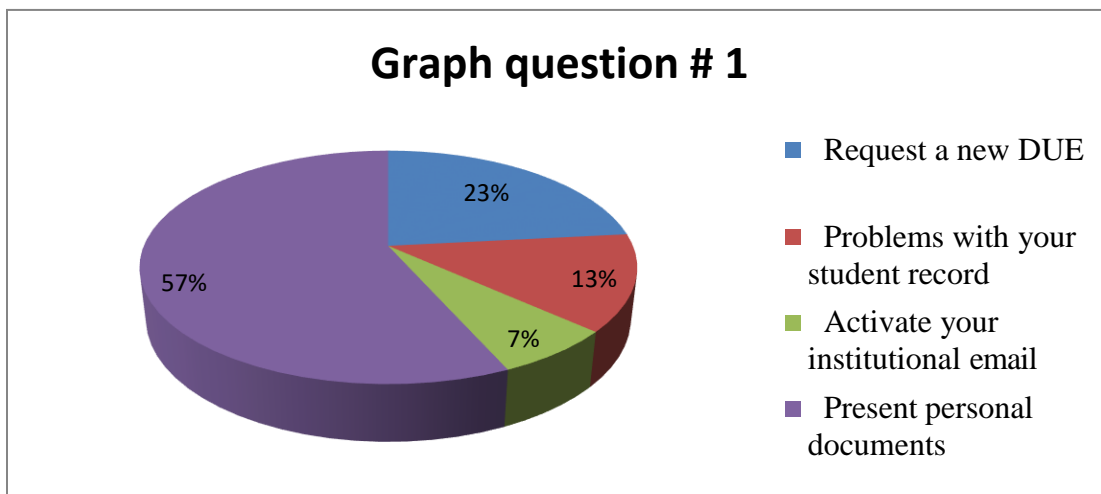


: According to this graph, 53.33% said disagree while 26.66% argued agree; another 13.33% stated strongly agree and finally, 6.66% said strongly disagree. Most of the Seminar I students consider that the library does not contain the best bibliographic sources for students who want to do homework or do a research activity. However, there is a noticeable percentage that affirms the sources provided are the best.

ADMISSIONS

Question # 1 which of the following is the main reason to go to Admissions?

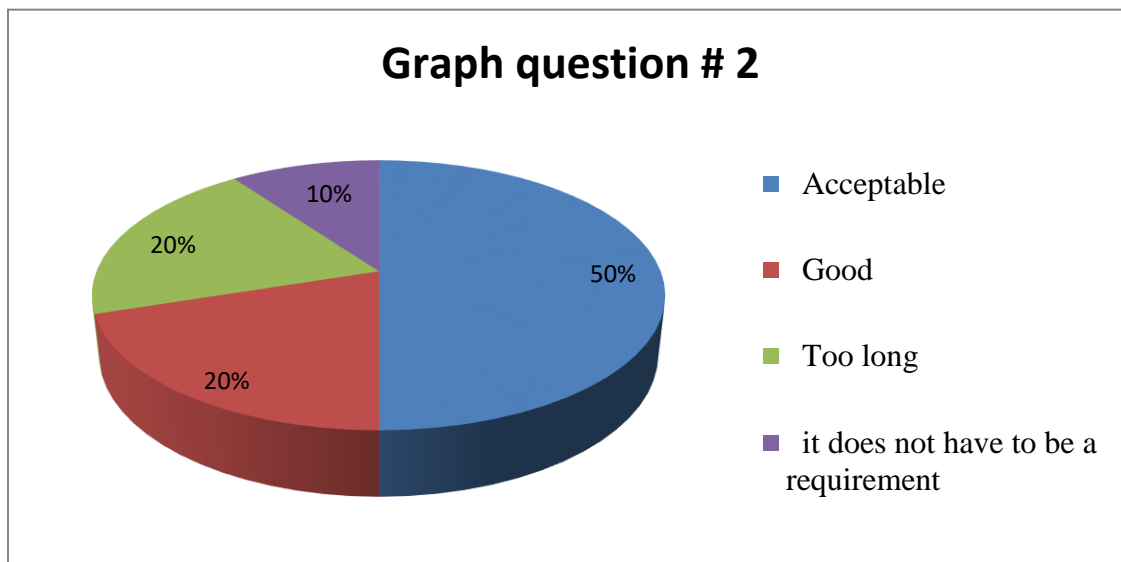
Alternatives	Frequency	Percentage
a) Request a new DUE	7	23.33%
b) Problems with your student record	4	13.33%
c) Activate your institutional email	2	6.66%
d) Present personal documents	17	56.66%
Total	30	100%



According to this graph, 56.66% said present personal documents while 23.33% argued to request a new DUE; another 13.33% stated problems with their student record and finally, 6.66% said to activate their institutional email. Based on the answers given by the students, there is a large percentage of which reason to go is to present personal documents. Besides, an important percentage says to request a new DUE. On the other hand, there is a low percentage who affirms that is problems with their student record and to activate their institutional email.

Question # 2 what is your opinion about the exam that students must take to study in the university?

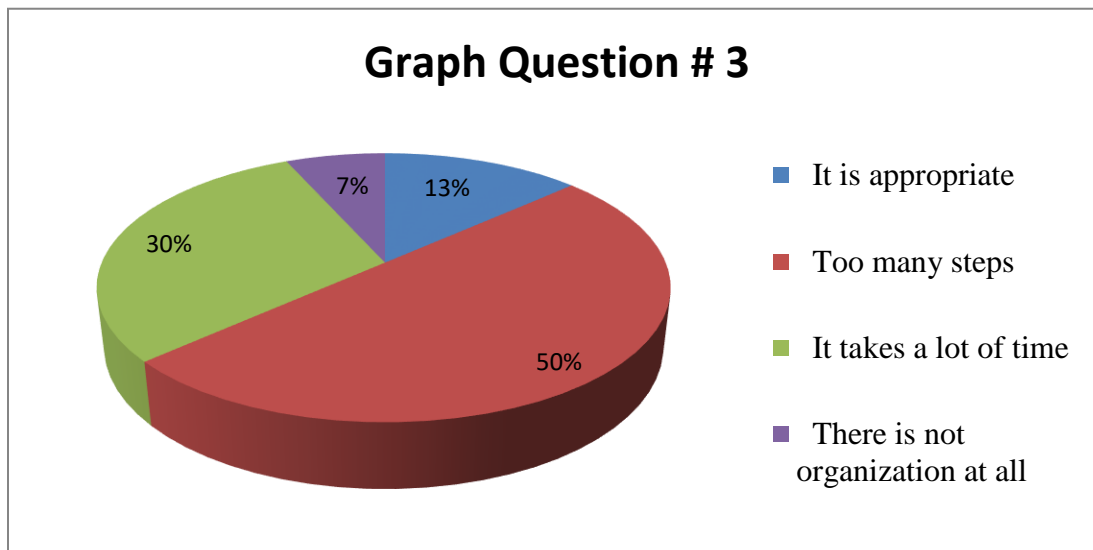
Table 2		
Alternatives	Frequency	Percentage
a) Acceptable	15	50%
b) Good	6	20%
c) Too long	6	20%
d) It does not have to be a requirement	3	10%
Total	30	100%



According to this graph, 50% said acceptable while 20% argued good; another 20% stated too long and finally, 10% said it does not have to be a requirement. There is a strong tendency in students who affirms that this exam is good and acceptable for applicants who take it every year. On the other hand, there is a considerable tendency in students who affirms that it contains too many items. Besides, a low percentage argues that does not have to be a requirement.

Question # 3 what do you think about the whole admission process (test, medical exams, and paperwork)?

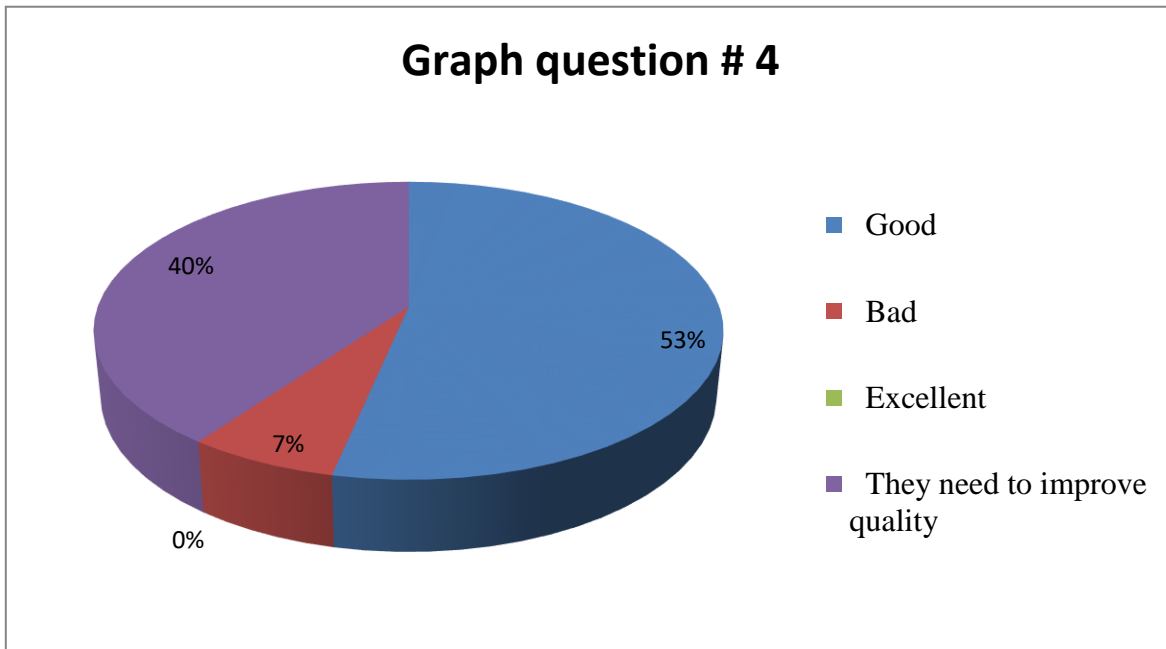
Table 3		
Alternatives	Frequency	Percentage
a) It is appropriate	4	13.33%
b) Too many steps	15	50%
c) It takes a lot of time	9	30%
d) There is no organization at all	2	6.66%
Total	30	100%



According to this graph, 50% said too many steps while 30% argued it takes a lot of time; another 13.33% stated it is appropriate and finally 6.66% said there is no organization at all. There is a large percentage who argues that the process has many steps. Besides, there is an important percentage that states that it takes a lot of time and has a great lack of organization. On the other hand, a low percentage says that it is appropriate.

Question # 4 what is your perception about the quality provided by this unit?

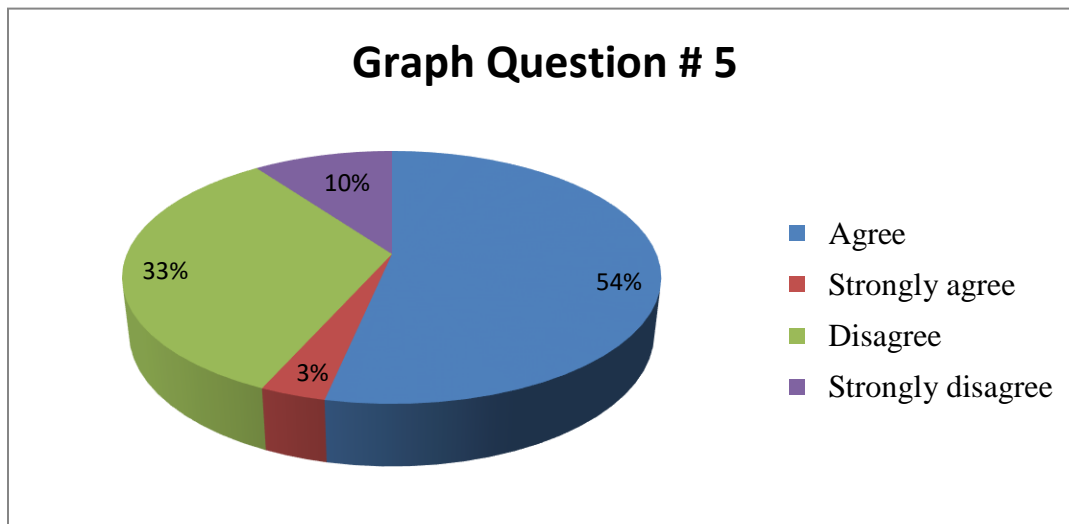
Table 4		
Alternatives	Frequency	Percentage
a) Good	16	53.33%
b) Bad	2	6.66%
c) Excellent	0	0%
d) They need to improve quality	12	40%
Total	30	100%



According to this graph, 53.33% said good while 40% argued they need to improve quality; another 6.66% stated bad and finally, 0% said excellent. A large percentage of students state that the quality given is good. However, an important percentage says that it needs to be improved. On the other hand, a low percentage says that the quality is bad.

Question # 5 do you agree or disagree with the following statement "Admissions has a follow-up process for new students to help them get acquainted with university life?"

Table 5		
Alternatives	Frequency	Percentage
a) Agree	16	53.33%
b) Strongly agree	1	3.33%
c) Disagree	10	33.33%
d) Strongly disagree	3	10%
Total	30	100%



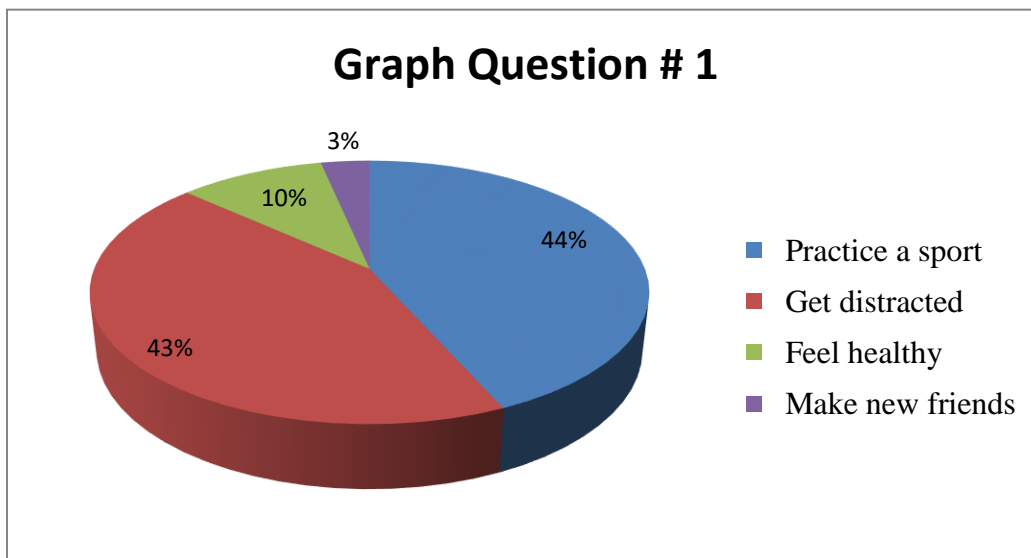
According to this graph, 53.33% said agree while 33.33% argued disagree; another 10% stated strongly disagree and finally, 3.33% said strongly agree.

According to the answers given by the students, there is a strong tendency in students' part who affirms that this unit has that type of assistance. On the other hand, there is a considerable tendency in students' part that states that it does not exist a process that gives support to those new students.

POLIDEPORTIVO

Question # 1 what is the main reason to use the Sport Center services?

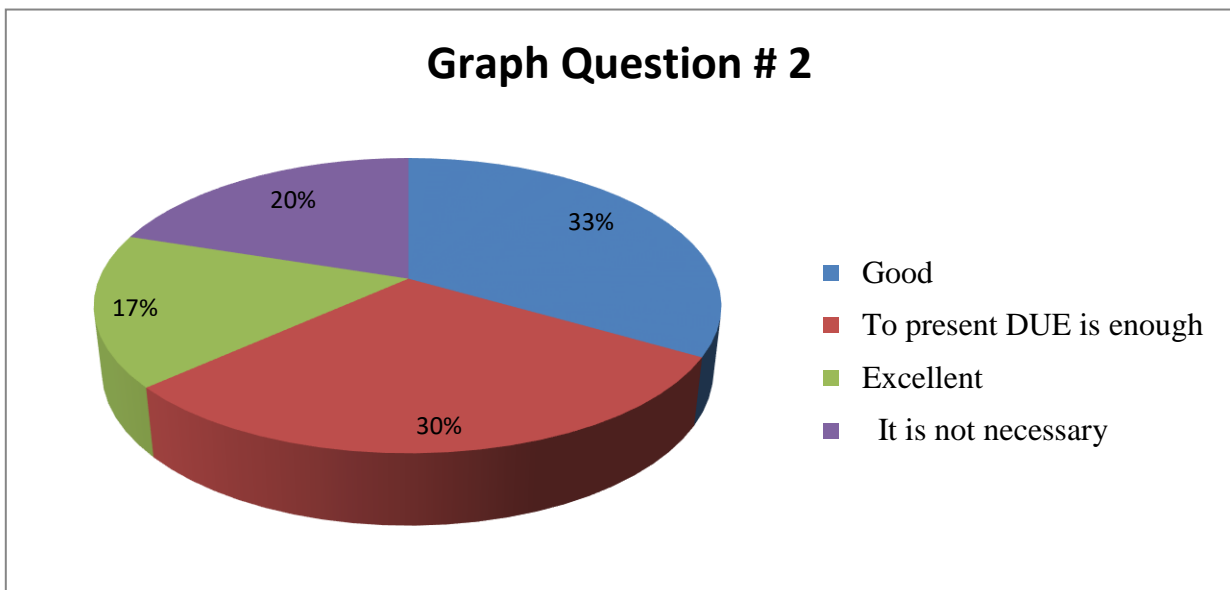
Alternatives	Frequency	Percentage
a) Practice a sport	13	43.33%
b) Get distracted	13	43.33%
c) Feel healthy	3	10%
d) Make new friends	1	3.33%
Total	30	100%



According to this graph, 43.33% said to practice a sport while 43.33% argued get distracted; another 10% stated to feel healthy and finally, 3.33% make new friends. A large percentage of students states that they go to the unit because they practice a sport. Besides, there is a similar percentage that says to get distracted due to the academic work they have to do in university. On the other hand, there is a low percentage who says that feeling healthy and make new friends are the reasons.

Question # 2 what is your opinion about registering in the Polideportivo's web page to practice a sport class (karate, judo, football, volleyball, swimming)

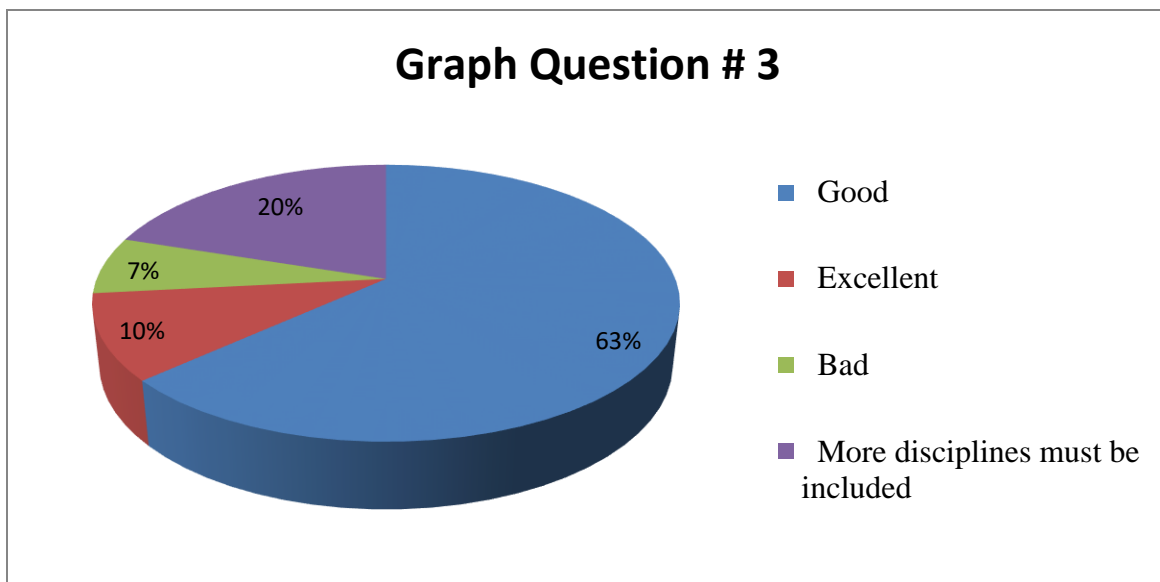
Table 2		
Alternatives	Frequency	Percentage
a) Good	10	33.33%
b) To present the DUE is enough	9	30%
c) Excellent	5	16.66%
d) It is not necessary	6	20%
Total	30	100%



According to this graph, 33.33% said good while 30% argued to present DUE is enough; another 20% stated it is not necessary and finally, 16.66% said excellent. Based on students' answers there is a strong tendency in students part that says that registering is a good idea. On the other hand, there is a considerable tendency on students' part that states that is not necessary and to present DUE is enough to practice a sport class.

Question # 3 what is your perception about the different sport classes offered by this unit?

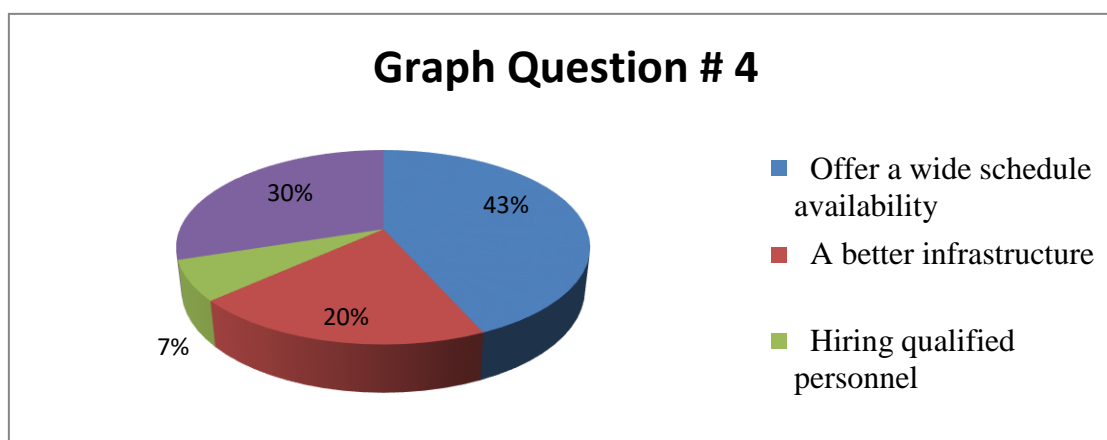
Table 3		
Alternatives	Frequency	Percentage
a) Good	19	63.33%
b) Excellent	3	10%
c) Bad	2	6.66%
d) More disciplines must be included	6	20%
Total	30	100%



According to this graph, 63.33 % said good while 20% argued more disciplines must be included; another 10 % stated excellent and finally, 6.66% said bad. A large percentage of students consider these sport classes are good for students of the university. On the other hand, a low percentage states that they are bad. However, a considerable percentage says that more disciplines must be included.

Question # 4 which of the following option is the best way to motivate students to practice a sport?

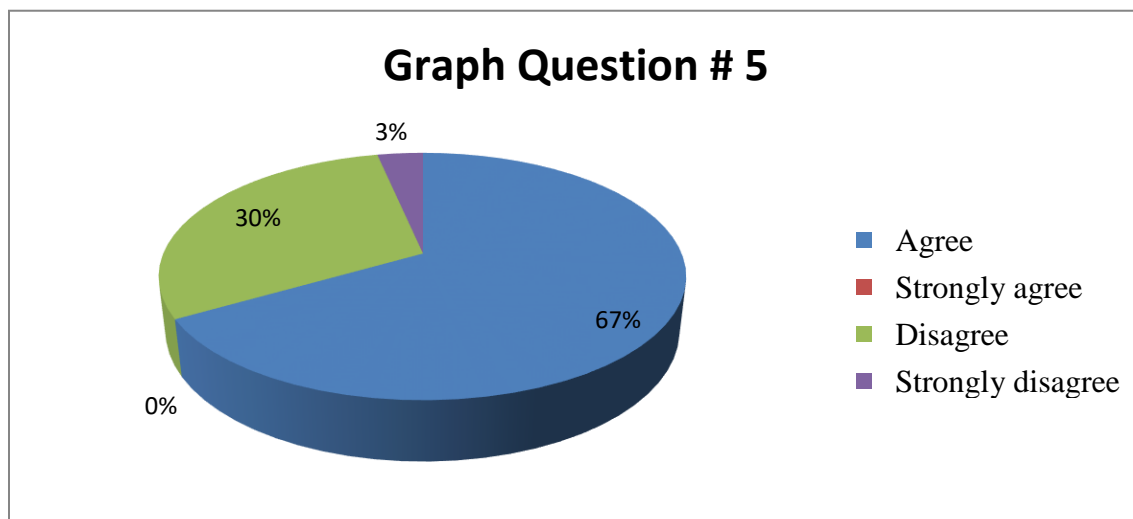
Table 4		
Alternatives	Frequency	Percentage
a) Offer a wide schedule availability	13	43.33%
b) A better infrastructure	6	20%
c) Hiring qualified personnel	2	6.66%
d) Provide more information	9	30%
Total	30	100%



According to this graph, 43.33% said to offer a wide schedule availability while 30% argued to provide more information; another 20% stated a better infrastructure and finally, 6.66% said hiring qualified personnel. According to the students' answers, there is a large percentage that says to offer schedule flexibility will be to attract more students. Besides, an important percentage states that the students need to get more information about this unit. On the other hand, a considerable percentage argues that having good facilities would be a good option. Finally, a low percentage says that hiring qualified people would be useful.

Question # 5 do you agree or disagree with the following statement “the Sport Center is the best choice for students who want to exercise?”

Table 5		
Alternatives	Frequency	Percentage
a) Agree	20	66.66%
b) Strongly agree	0	0%
c) Disagree	9	30%
d) Strongly disagree	1	3.33%
Total	30	100%

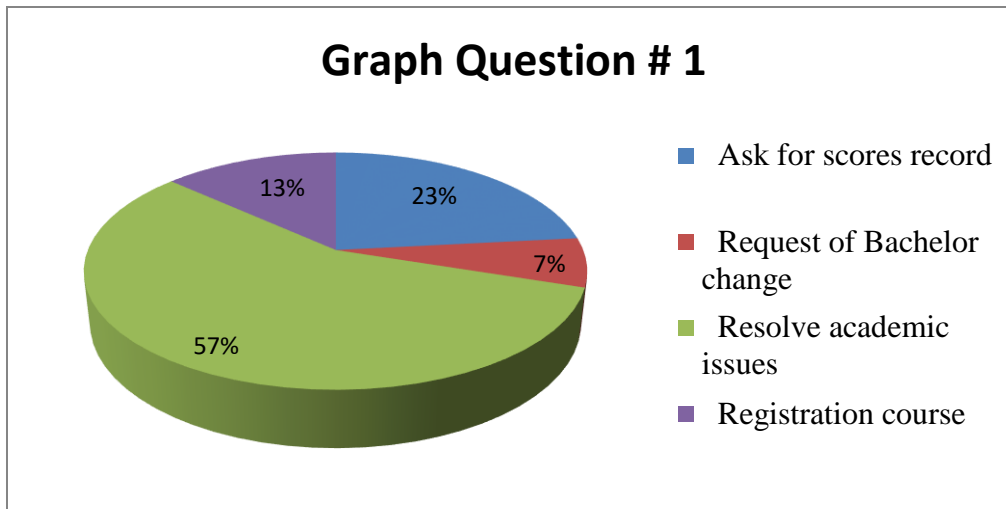


According to this graph, 66.66% said agree while 30% argued disagree; another 3.33% stated strongly disagree and finally, 0% said strongly agree. A large percentage of students state they agree that this is the best option for those students who want to exercise to feel healthy. On the other hand, an important percentage argues that this unit is not the best alternative for practicing a sport.

STUDENTS' REGISTRAR

Question # 1 which is the main purpose to go to students' registrar?

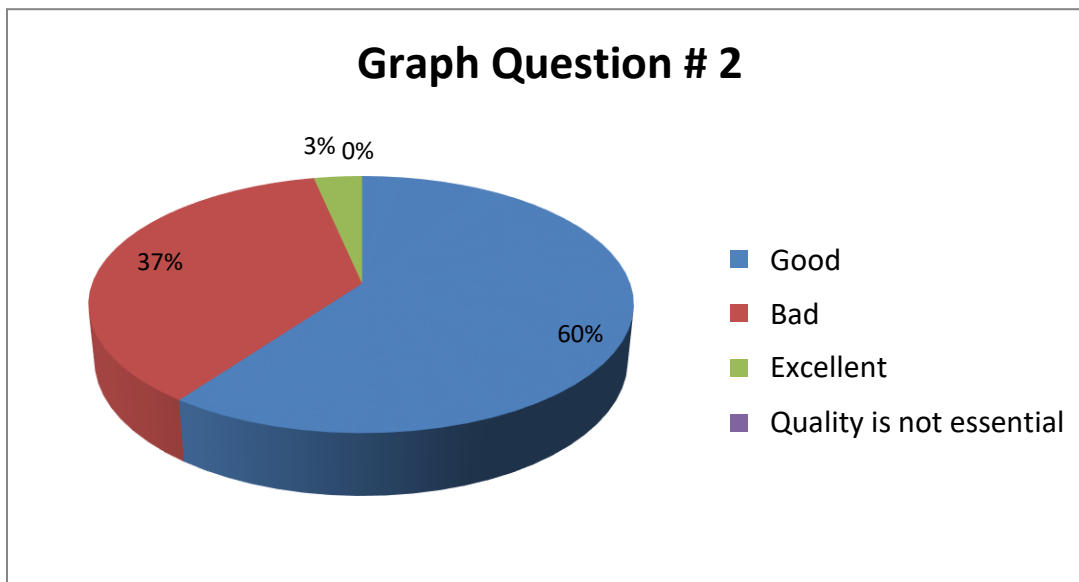
Alternatives	Frequency	Percentage
a) Ask for scores record	7	23.33%
b) Request of Bachelor change	2	6.66%
c) Resolve academic issues	17	56.66%
d) Registration course	4	13.33%
Total	30	100%



According to this graph, 56.66% said to resolve academic issues while 23.33% argued to ask for scores record; another 13.33% stated registration course and finally, 6.66% said request of Bachelor change. A large percentage of students states that to resolve academic issues is the reason to go there. Besides, a considerable percentage argues to ask or scores record. On the other hand, a low percentage states to register a course and to request a Bachelor change

Question # 2 what is your perception about the quality of the services provided by this unit?

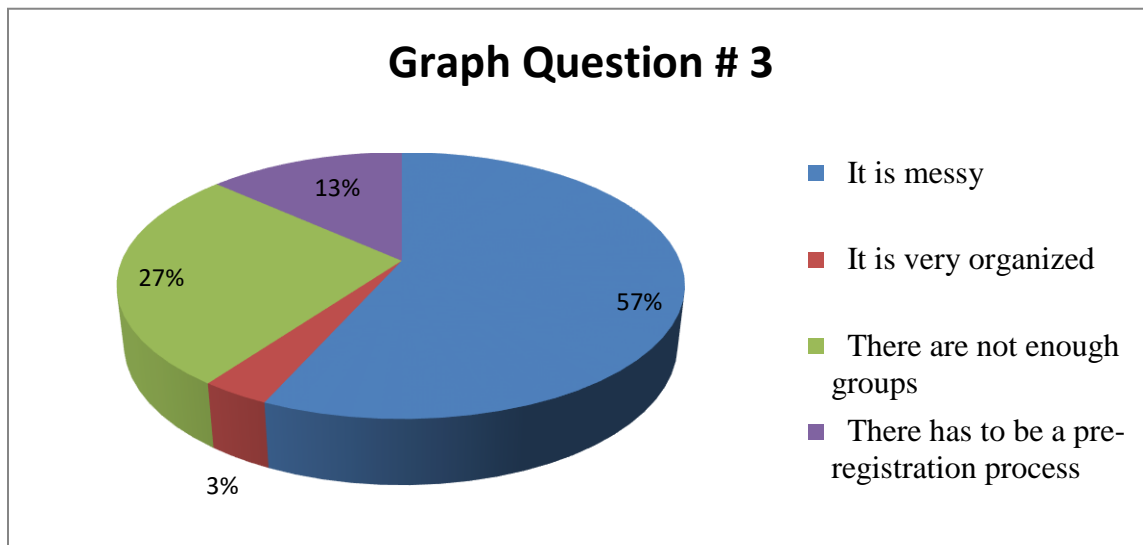
Table 2		
Alternatives	Frequency	Percentage
a) Good	18	60%
b) Bad	11	36.66%
c) Excellent	1	3.33%
d) Quality is not essential	0	0%
Total	30	100%



According to this graph, 60% said good while 36.66% argued bad; another 3.33% stated excellent and finally, 0% said quality is not essential. Based on the students' opinion, there is a noticeable tendency on the students' part to state that the quality is good. Besides, a minimum percentage says it is excellent. On the other hand, there is a considerable tendency of the students who estimate the quality is bad.

Question # 3 what do you think about the registration process that takes place every academic term?

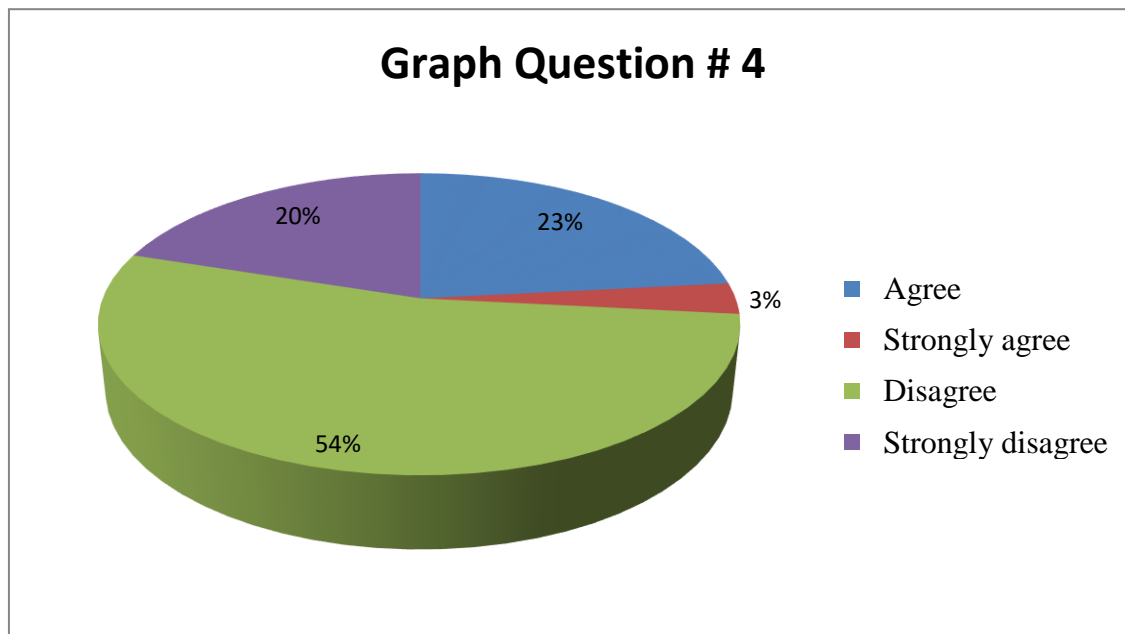
Table 3		
Alternatives	Frequency	Percentage
a) It is messy	17	56.66%
b) It is very organized	1	3.33%
c) There are not enough groups	8	26.66%
d) There has to be a pre-registration process	4	13.33%
Total	30	100%



According to this graph, 56.66% said it is messy while 26.66% argued there are not enough groups; another 13.33% stated there has to be a pre-registration process and finally, 3.33% said it is very organized. A large percentage of students state that the process is messy. Besides, an important percentage affirms that the groups available are not enough or groups. Besides, a low percentage says that a pre-registration process would be a solution. On the other hand, a very low percentage says the process is organized.

Question # 4 do you agree or disagree with the following statement “Students registrar solves academic issues in one or three days”?

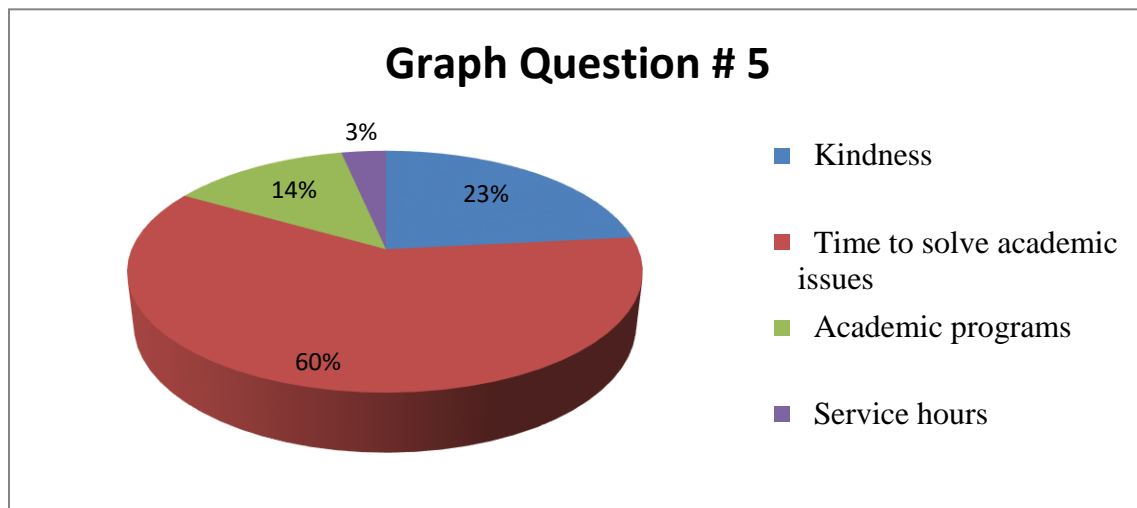
Table 4		
Alternatives	Frequency	Percentage
a) Agree	7	23.33%
b) Strongly agree	1	3.33%
c) Disagree	16	53.33%
d) Strongly disagree	6	20%
Total	30	100%



According to this graph, 53.33% said disagree while 23.33% argued agree; another 20% stated strongly disagree and finally, 3.33% said strongly agree. Most of students state that students have to wait for more than three days to resolve their academic issues. On the other hand, a considerable percentage affirms that students must wait or not more than three days.

Question # 5 which of the following options is the main aspect that this unit must improve?

Table 5		
Alternatives	Frequency	Percentage
a) Kindness	7	23.33%
b) Time to solve academic issues	18	60%
c) Academic programs	4	13.33%
d) Service hours	1	3.33%
Total	30	100%



According to this graph, 60% said time to solve academic issues while 23.33% argued kindness; another 13.33% argued academic programs and finally, 3.33% said service hours. According to the student's opinions, they have a considerable tendency to state that time to solve academic issues is the main aspect to improve. Besides, there is an important tendency on students' part that expresses kindness as the main aspect. On the other hand, there is a low tendency for those students who affirm academic programs and service hours.

ANSWERS TO THE RESEARCH QUESTIONS

What is the perception of Seminar I students of the Bachelor of Arts in English of the Foreign Language Department of the University of El Salvador about the quality of student support services semester I 2019?

Based on the Students' questionnaire, it shows that the perception about the quality is good. That means that they consider the people in charge of the services, are doing a good job to help university students. However, there are some challenges and difficulties that have to be overcome to improve the quality of the services. Some of those problems have to deal with the lack of financial resources and some others with the lack of qualified and empathetic personnel.

Specific questions:

What is the percentage of Seminar I students that have knowledge about the different support services that are offered by the university?

According to the data analyzed, it shows that one hundred percent of students in the Seminar I course have knowledge about the available support services in the university. They have used them once or more times since they started their studies. However, based on the interviews done to the head unit, it is noticeable that students do not have an idea about the variety of services that each unit has. It can be possible that if the number of analyzed services (six) increases, the percent of students can decrease or stay the same.

What are the academic units that are rated the best by students?

Based on the information gathered through the questionnaires, three academic units were best rated by Seminar I students; Those Units are Students' Registrar, Polideportivo and Library system. When talking about percentages, it is noticeable that in each case, more than fifty percent considered that the quality of those services is good. However, they have gotten an acceptable rate; they need to improve some aspects like customer service, facilities and waiting time for the processes.

What actions may the University of El Salvador implement to improve the quality of the services offered to the university community?

Based on students' answers and heads of the unit's opinion, the authorities of the University of El Salvador do not assign a specific budget to each academic unit. So, it would be a necessary idea to assign an amount of money per year to improve the quality of the services. That means that more facilities would be built and the number of professionals in charge of those services would increase. Besides, each unit would have the flexibility to expand the services offered to students.

Chapter V

CONCLUSIONS

In conclusion, the research team emphasizes the following findings:

- According to the person in charge of the wellness center, the majority of the students do not have knowledge enough about the services that the wellness center provides since students do not attend to this place to make use of the assistance that they may require.
- The projects offered by the Social Projection Unit are considered as good by students. However, there are areas like the exchange labor and the scientific research that lack a defined budget that help them to implement new strategies to benefit all students.
- The budget assigned to the Library system is not enough to cover the current needs such as more facilities and new equipment. Every year the number of bibliographic material overcomes the available capacity of the library. On the other hand, there is not much diffusion about the databases that are available for students.
- The Admission Office has complete assistance for new applicants who want to study at the University of El Salvador. All students are assisted by this office even if they have a physical disability. On the other hand, the admission process takes too much time since it has several steps.
- The Sports Center has an acceptable variety of sports classes that are offered to students and employers. Besides, students have the flexibility to choose the schedule they prefer to attend those classes. On the other hand, there is not much diffusion about the services that this Center offers to students.

- The groups available by the Students registrar office are not enough for all students who participate in the registration process that takes place every academic term. That causes groups to complete their number of students in a short period and the process gets messy.

RECOMMENDATIONS

- The Wellness Center should provide extra information to the students in order they might be able to attend to this place more frequently. Therefore, the wellness center could use social media or some workshops that would allow them to announce all the services that they could provide to the students. As a result, students are going to make use of all the benefits this center may provide to them.
- The Social Projection should approach more companies to diversify and expand the variety of jobs that are offered by the Labor Exchange to students. On the other hand; this unit should negotiate some financial cooperation to support the scientific research of students.
- The Library System should implement strategies like Diffusion campaigns and social networking to inform students about the services available in the Library. On the other hand, the head of this unit should ask authorities for an increment in the budget to have more facilities that solve the lack of space for new bibliographic material.
- The Admission office needs to evaluate the admission process to make some adjustments to decrease the time it takes to participate in it. On the other hand, this office should implement workshops and seminars who help all professors to assist disable people when they take the admission test. Besides , this office should offer a tour for freshmen students so that they can have knowledge about what the university offers in terms of facilities, services and programs.
- The Sports Center should agree with the Admission unit to provide information about the sport classes at the beginning of the admission process. So students can access the services since the beginning of their studies.

- The Students Registrar office should implement a pre-registration process to know the number of students who will take one or more courses. So, the process gets organized and the heads of schools do not have problems concerning the lack of groups for students.

BIBLIOGRAPHY

- a. Earl Harewood. (2012). Fundamental Support Services Every Higher Education Institution Must Have. The Evolution Newspaper.
- b. Jaswinder Dhillon, Mhairi McGowan, Hong Wang. (2006).What do we mean by student support? Staff and students' perspectives on the provision and effectiveness of support for students. School of Education. University of Wolverhampton
- c. Kerry Audin, John Davy &Michael Barkham(2010 University quality of life and learning (UNIQoLL): An approach to student well-being, satisfaction, and institutional change
- d. Leydy Aguilar, Magaly Peña, Ana Rosales, Edgar Nicolás Ayala, (2015).Students with low vision and students with physical disabilities learning English in the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador and their inclusion in the English language learning process.
- e. Lorena Espinoza, Amanda Gómez, Cristina Rivera (2012).Diseño de un plan de comunicaciones integradas de marketing para dar a conocer los servicios que brinda la secretaría de bienestar universitario a la población estudiantil de la universidad de El Salvador
- f. Questionnaire: definition, examples, design and types , Retrieved on March 23rd, 2019 from <https://www.questionpro.com/blog/what-is-a-questionnaire/>

- g. Reglamento de la Gestión-Académica-Administrativa de la UES(2013).
- h. Secretaria de Planificación (2017). Diagnostico Institucional 2016, University of El Salvador
- i. Student Affairs, Retrieved on January 15th, 2018 from https://en.wikipedia.org/wiki/Student_affairs
- j. The Future of Education, Retrieved on March 24th, 2019 from <https://futuristspeaker.com/business-trends/the-future-of-education/>
- k. UNESCO (2009). Student Affairs and Services in Higher Education: Global Foundations, Issues, and Best Practices.
- l. What is a survey – definition, methods, characteristics, and examples, Retrieved on March 10th, 2019 from <https://www.questionpro.com/blog/surveys/>

References of interviews

Licda. Elena Del Carmen Zuniga de Lopez (2019), Personal Interview

Ing. Evelyn Carolina de Magaña (2019), Personal Interview

Lic. Raul Alas (2019) Personal Interview

Lic. Hector Chacon (2019) Personal Interview

Licda. Carolina Rivas de Rosales (2019) Personal Interview



ANNEXES

Instruments

**UNIVERSITY EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**

Heads' of Unit Interview:

Topic: “Perception of Seminar I students of the Bachelor of Arts in English of the Foreign Language Department of the University of El Salvador about the quality of student support services semester I-2019”

Objective: To find out the heads of units' opinions about the quality of the services provided to students.

- 1. ¿Which are the services that this unit provides to university students?**
- 2¿ Do you have any type of statistical data that reflects the school of origin of every student that makes use of the services?**
- 3. ¿ What is the annual Budget for this unit? How is it distributed?**
- 4. ¿ To what extent, does the massive students' income affect the normal functioning of the services?**
- 5. Does the functioning of this unit supply current students' needs?**



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT
QUESTIONNAIRE

Topic: "Perception of Seminar I students of the Bachelor of Arts in English of the Foreign Language Department of the University of El Salvador about the quality of student support services semester I-2019"

Objective: To find out the perception of Seminar I students about the quality of student support services.

WELLNESS CENTER

1. Which of the following is the main reason to go to the wellness center?

- A) Medical consultation B) Medical exams
C) Psychological help D) Get informed about common illnesses

2. What is your perception about the quality of the wellness center services?

- A) Bad B) Regular
C) Good D) Excellent

3. What do you think about the waiting time for a medical consultation?

- A) It just takes some minutes B) Acceptable
C) Waiting time is not relevant D) It takes too long

4. Which of the following options best describes your opinion about the price of medical exams?

- A) Satisfied B) The price is not important
C) Unsatisfied D) They must be free

5 How much do you agree or disagree with the following statement: "Wellness center is the best option for students who feel sick"?

- | | | | |
|-------------|--------------------------|----------------------|--------------------------|
| A) Agree | <input type="checkbox"/> | B) Strongly agree | <input type="checkbox"/> |
| C) Disagree | <input type="checkbox"/> | D) strongly disagree | <input type="checkbox"/> |

SOCIAL PROJECTION

1. What is the main purpose to use social projection services?

- | | | | |
|----------------------------|--------------------------|-------------------|--------------------------|
| A) Social service projects | <input type="checkbox"/> | B) Labor exchange | <input type="checkbox"/> |
| C) Volunteering | <input type="checkbox"/> | D) Sport events | <input type="checkbox"/> |

2. What is your opinion about the projects that are offered for the social service of students?

- | | | | |
|---------------|--------------------------|------------------|--------------------------|
| A) Acceptable | <input type="checkbox"/> | B) Good | <input type="checkbox"/> |
| B) Bad | <input type="checkbox"/> | D) Inappropriate | <input type="checkbox"/> |

3. What do you think about labor exchange offers?

- | | | | |
|------------------------------------|--------------------------|--------------------------|--------------------------|
| A) They are a few | <input type="checkbox"/> | B) They are unknown | <input type="checkbox"/> |
| C) It needs more variety of offers | <input type="checkbox"/> | D) a lot of requirements | <input type="checkbox"/> |

4. Which of the following options best describes your opinion about the social assistance for students who suffer natural disaster?

- | | | | |
|----------------------------------|--------------------------|-------------------------|--------------------------|
| A) It provides enough support | <input type="checkbox"/> | B) It is not visible | <input type="checkbox"/> |
| C) It does not provide that help | <input type="checkbox"/> | D) too much bureaucracy | <input type="checkbox"/> |

1. Do you agree with the following statement "Social projection provides enough support for scientific research?"

A) Agree B) Strongly agree

C) Disagree D) strongly disagree

LIBRARY SYSTEM

1. Which of the following is the main reason to go to the library?

A) Consult a book B) To borrow a book

C) Do homeworks D) Read in the study room

2. What do you think about the quality of the services provided by this unit?

A) Bad B) Quality is not important

C) Good D) Excellent

3. Have you ever used the following data bases that the university has access such as: EBSCO, Research4life and INASP?

A) Yes B) No

4. If your answer was affirmative, what is your opinion about those databases?

A) They are excellent B) Access is difficult

C) They contain poor information D) They are regular

5. What is your perception about the process that students must follow to borrow a book?

- A) It is organized B) It just take some minutes
C) It is complicated D) There are not enough computers to process the requests

6. Do you agree or disagree with the following statement "Library system offers the best bibliographic sources for students"?

- A) Agree B) Strongly agree
C) Disagree D) strongly disagree

ADMISSIONS

1. Which of the following is the main reason to go to Admissions ?

- A) Request a new DUE B) Problems with your student record
C) Activate your institutional email D) Present personal documents

2. What is your opinion about the exam that students must take to study in the university?

- A) Acceptable B) Good
C) Too long D) It does not have to be a requirement

3. What do you think about the whole admission process (test, medical exams, and present documents)?

- A) It is appropriate B) Too many steps
C) It takes a lot of time D) There is no organization at all

4. What is your perception about the quality provided by this unit?

- A) Good B) Bad
C) Excellent D) They need to improve qua

1. Do you agree or disagree with the following statement "Admissions has a follow-up process for new students order to help them get acquainted with the university life?"

- | | | | |
|-------------|--------------------------|----------------------|--------------------------|
| A) Agree | <input type="checkbox"/> | B) Strongly agree | <input type="checkbox"/> |
| C) Disagree | <input type="checkbox"/> | D) Strongly disagree | <input type="checkbox"/> |

POLIDEPORTIVO

1. What is the main reason to use the Sport Center services?

- | | | | |
|---------------------|--------------------------|---------------------|--------------------------|
| A) Practice a sport | <input type="checkbox"/> | B) Get distracted | <input type="checkbox"/> |
| C) Feel healthy | <input type="checkbox"/> | D) Make new friends | <input type="checkbox"/> |

2. What is your opinion about registering in the Polideportivo's web page in order to practice a sport class (karate, judo football, volleyball, swimming) ?

- | | | | |
|--------------|--------------------------|-----------------------------|--------------------------|
| A) Good | <input type="checkbox"/> | B) To present DUE is enough | <input type="checkbox"/> |
| C) Excellent | <input type="checkbox"/> | D) It is not necessary | <input type="checkbox"/> |

3. What is your perception about the different sport classes offered by this unit?

- | | | | |
|---------|--------------------------|-------------------------------------|--------------------------|
| A) Good | <input type="checkbox"/> | B) Excellent | <input type="checkbox"/> |
| C)Bad | <input type="checkbox"/> | D) More disciplines must be include | <input type="checkbox"/> |

4. Which of the following options is the best way to motivate students to practice a sport?

- | | | | |
|---------------------------------------|--------------------------|-----------------------------|--------------------------|
| A) Offer a wide schedule availability | <input type="checkbox"/> | B) A better infrastructure | <input type="checkbox"/> |
| C) Hiring qualified personnel | <input type="checkbox"/> | D) Provide more information | <input type="checkbox"/> |

1. Do you agree or disagree with the following statement "The Sports Center is the best choice for students who want to exercise"?

A) Agree

B) Strongly agree

C) Disagree

D) strongly disagree

STUDENTS REGISTRAR

1. Which is the main purpose to go to the students registrar?

A) Ask for scores record

B) Request of Bachelor change

C) Resolve academic issues

D) Registration course

2. What is your perception about the quality of the services provided by this unit?

A) Good

B) Bad

C) Excellent

D) Quality is not essential.

3. What do you think about the registration process that takes place every academic term?

A) It is messy

B) It is very organized

C) There are not enough groups

D) There has to be a pre-registration process

4. Do you agree or disagree with the following statement: "Students registrar solves academic issues in one Or three days"

A) Agree

B) Strongly agree

C) Disagree

D) Strongly disagree

5. Which of the following is the main aspect that this unit must improve?

A) Kindness

B) Time to solve academic issues

C) Academic programs

D) Service hour