



Pamantasan ng Lungsod ng Maynila



Student Activities/Organizations (Affairs) System for Office of the Student Development Services (OSDS)

A Project Presented to the Faculty of
College of Engineering and Technology
Pamantasan ng Lungsod ng Maynila

In Partial Fulfillment of the Requirements for the Degree of
Bachelor of Science in Computer Science

By

Barroga, Sean Klarenz R.

Cristoles, Mark Daniel T.

Dyogi, Sean Timothy Archer M.

Patao, Edwin Bhudian Tristan B.

Uy, Christian Angelo M.

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APPROVAL SHEET

The system entitled **Student Activities/Organizations (Affairs) System for the Office of the Student Development Services**, is prepared and submitted by Sean Timothy Archer Dyogi, Sean Klarenz Barroga, Mark Daniel Cristoles, Edwin Bhudian Tristan Patao, and Christian Angelo Uy in partial fulfillment of the requirements for the degree of Bachelor of Science in Computer Science, has been examined and is recommended for acceptance and approval for oral examination.

JONATHAN C. MORANO

Adviser

PANEL OF EXAMINERS

Approved by the Committee on Oral Examination

with a grade of _____ on _____.

JONATHAN C. MORANO

Member

MARK CHRISTOPHER R. BLANCO

Member

Accepted and approved in partial fulfillment of the requirements for the degree of Bachelor of Science in Computer Science

COMPUTER SCIENCE DEPARTMENT



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ABSTRACT



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- Student Organization/Activity (Affairs) Module Team



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CERTIFICATE OF ORIGINALITY

We hereby declare that this submission is our own work and that, to the best of our knowledge and belief, it contains no material previously published or written by another person nor material to which to a substantial extent has been accepted for award of any other degree or diploma of a university or other institute of higher learning, except where due acknowledgement is made in the text.

We correspondingly make known that the intellectual content of this capstone project is the product of our work, even though we may have received assistance from others on style, presentation, and language expression.

Sean Klarenz R. Barroga

Signature of Advisees over printed name

January 5, 2024

Date

Mark Daniel T. Cristoles

Signature of Advisees over printed name

January 5, 2024

Date

Sean Timothy Archer M. Dyogi

Signature of Advisees over printed name

January 5, 2024

Date

Edwin Bhudian Tristan B. Patao

Signature of Advisees over printed name

January 5, 2024

Date

Christian Angelo M. Uy

Signature of Advisees over printed name

January 5, 2024

Date

Jonathan C. Morano

Signature of Advisor over printed name

Date



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CHAPTER 1

THE PROBLEM AND ITS SETTING

1.1 Introduction

Websites are everywhere in this modern era. It serves as the gateway of information for all of us here in the world, and anyone can access this information with the use of the internet. It makes our lives easy, and it is all thanks to technology and to its rapidly evolving capabilities. In this digital age, colleges, and universities have also adapted to the needs and expectations of their audience, employees, staff, and, of course, their students. Every organization now has a website where every user can interact with many web pages that can lead to new information or make their system where they can automate inside processes for more efficiency. As for a student organization and activity module, an interactive and automated user-friendly website is also in need and this serves as a platform where students can explore and actively engage in campus organizations, events, and activities.

The goal of this research documentation paper is to provide the development and implementation of a system as well as investigate the steps and procedures in making and maintaining a working user-friendly student activities and organizations system while also exploring the technological aspects and design considerations, and to also know the potential impact of a website on student engagement and involvement.

In achieving these goals, many different contributions can be made to the field of study. In using the latest technology for this issue, it is assumed that the result of this study is within the available technology of today and this study offers considerations and insights



on design, features, and user experience for an effective student organization and activities website. Additionally, the recommendations in this study can provide information for implementing and promoting a platform like this for a campus or an organization. Filling the gap in the digital infrastructure of educational institutions is essential to addressing the needs and expectations of today's students, who rely on technology to connect, collaborate, and participate in extracurricular activities.

1.2 Background of the Study

The Pamantasan ng Lungsod ng Maynila has many offices and one of them is the Office of Student Development and Services (OSDS). The involvement of the OSDS is necessary because they handle the area of student affairs, organizations and activities.

The problem of the OSDS is that the processes are still done manually and these tasks can pile up and reduce the efficiency of the office. On top of that, the OSDS has no webpage of their own to showcase the different accredited organizations and to view different activities, announcements, and events. Accreditation and re-accreditation is also a hassle since the OSDS needs to communicate to other offices such as the student discipline in order to assess each student officer in the organization. The process of accreditation and re-accreditation is almost the same and the difference is in the re-accreditation process where the OSDS will just check if the organization has been accredited before. The complicated part of the process is the submission of different forms and documents. The required documents for this process does not come from OSDS itself, some documents are provided by the OSDS and other documents are from a different



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department or from the organization themselves. The part of the OSDS is only for the approval of it.

Activities are the planned events of different organizations. These activities are planned thoroughly by the organization with their student officers and members. The documentation for these said events are on a single document which is the Completed Staff Works or CSW as they call in the offices or organizations. This document is different or unique per organization and the template provided by the OSDS is only the common in these documents such as the contents of that should be included in the CSW but it is unique because there are no restrictions on design as long as requirements are met. The process for activities is that students should prepare first their CSWs at the first week of the month and this is given to them by the GSO. The students will schedule their activity inside GSO and they will check if there is an available slot on the day that the students have chosen. A form will be given after which is called a booking slip and the organization will present it to OSDS and with the CSW included for approval. After the approval, the students from the organization will come back to GSO and present the approved form and additional forms will be given for the equipment needed for the activity or event and such. In this current system of manually doing everything, processes can take many days and in continuing and in doing so can lead to problems and traffic in processes.



1.3 Project Context

The importance of this study is to reduce the amount of tasks that can be done manually and turn them into an automated process. This can be built into the website where staff can check whether they can accept or reject an appeal, based on the documents submitted through the website.

The other factor needed in this study is creating an interactive website for student activities and organizations where students and website visitors can see the announcements, events on the calendar, and updates in the campus while student officers of the organizations can submit request of activities and re-accreditation documents also in the same website. Implementing this website can be a huge deal to the OSDS where they can easily monitor the events as well as to track the different accredited organizations and organizations applying for accreditation.

For this to work, the system has three perspectives which are for students, student officers and staff. The first one is for the students and in this perspective, the students can see the contents such as the viewing of announcements, scheduled events and activities, and accredited organizations inside the campus. The next is for the student officers of the organizations where access is only for them. It still has the same feature as the students but they can submit documents for re-accreditation. Lastly, the staff can manage the website and has the role of accepting and rejecting accreditation, re-accreditation, and activities of organizations.



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I. Students

Part of the developed system is to create a dashboard with a homepage, viewing the calendar of activities, and PLM organizations. These three options are included in all of the three perspectives of the system and this serves as the main component in all of them.

1. Home

This serves as the homepage of the dashboard and it includes the viewing of upcoming events, latest updates, and featured announcements.

2. Calendar of Activities

List of activities during that day can be viewed. It includes a title and description of the event and also the time start and end of the said event.

3. PLM Organizations

Different PLM organizations can be viewed in this tab. This will show the logo and title of the organization and will lead to its external page.

II. Student Officers

The key features of the systems starts here with the submission of forms and documents for activities, accreditation, and re-accreditation for approval to the OSDS. The features of the students are also included. Listed down below is the additional features for the student officers:

1. Request for Activity

Required documents can be submitted through this tab for organizations to request their planned event or activity whether it is inside or outside the campus.



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2. Accreditation

The goal of this tab is for organizations to accredit or re-accredit their organizations. Forms and documents required are submitted through this tab for approval.

3. Status

The submitted form from the tabs of request for activity and accreditation will go here for history and student officers can see the status of their submitted form. It can show the status for forms submitted which can be any of the four following: Approved, Rejected, Viewed, or Pending (not viewed).

III. Admin/Staff

The forms submitted from student officers will go here for approval. The three main components from the student perspective are still applied here but with added features for the approval and rejection of submitted forms.

1. Requests

Submitted forms from student officers will go through here for approval or rejection and the forms for activities and accreditation are separated so the forms and files are sorted easier.

2. Status

Same as the student officers, the approved or rejected documents will go here for data history.



3. Edit Announcements

This tab is for editing the announcements for the Home tab and can only be accessed by this perspective. The easier to edit the announcements, the easier the Home tab feature can be updated to show the latest updates or events.

1.4 Statement of the Problem

The following statement of the problems which the proponents would like to know more about are:

1. The current procedure for OSDS to provide status updates on student organizations' applications for re/accreditation and approval of CSW needs improvement in terms of efficiency.
2. The conflicts in venue reservations for student activities managed by OSDS are attributed to specific factors, and addressing these issues is crucial to ensuring smooth scheduling and optimal resource allocation.
3. The current organization and retrieval system for documents submitted by student officers to OSDS require improvement to reduce the time needed for these tasks.



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1.5 Objectives of the Study

The main objective of the study is to develop the Student Activities/Organization (Affairs) System for the Office of Student Development and Services to simplify intricate operations by replacing hands-on tasks with automation. Specifically the study aims to:

1. To digitalize the application for re/accreditation and submission of CSW (Completed Staff Works) of student organizations and to provide an update regarding the documents.
2. To automate booking of venues for events and generate a centralized activity calendar that shows available time slots for specific venues.
3. To computerize the services of OSDS and create a more structured system for easy organization and navigation of soft copies that is accessible for the student officers as well.

1.6 Significance of the Study

The findings and the result of the study will benefit the following:

For Pamantasan ng Lungsod ng Maynila (PLM)

The result of this study can attract aspiring students to study in PLM. The website also serves as an advertisement for the happenings inside the campus.



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For PLM Students

The result of this study will make cascading of announcements and planned activities and events easier and more effective. With a centralized website for announcements, there is no need to look for individual announcements scattered in other websites. The students can also find the information of different accredited organizations inside the campus.

For Parents

The result of this study can help them keep track of their child's involvement in extracurricular activities and stay informed about campus events.

For The Office of Student Development and Services (OSDS)

The result of this study will help in automating the tasks that the staff are doing for accepting and rejecting certain activities and accreditation and re-accreditation of organizations. It can make things easier such as managing and identifying organizations.

For PLM Faculty and Staff

The result of this study can help them stay informed about new announcements and upcoming events for students.

For PLM Student Organizations and Student Officers

The result of this study will help them for faster submission of documents needed for requesting an activity as well as for re-accreditation purposes. The website can help



promote their activity as well as a way to update to their audience and a chance to recruit more members.

For Future Researchers and Developers

The findings of this study can be used as a guide for implementing a student affair, organization and activities website which can also help in designing and technological aspects.

1.7 Scope and Limitations

The scope of the developed system is based on the requirements needed from the Office of the Student Development and Services which is in the Pamantasan ng Lungsod ng Maynila and the users of the system are the PLM students, student officers from PLM organizations, and the staff of OSDS. This system aims to be an information source to students about viewing the calendar of activities, announcements, latest updates, and upcoming events in the Campus of PLM as well as for organizations to accredit and re-accredit their organization and help them in scheduling activities inside or outside the campus faster and efficiently. The OSDS is the final place for documents and forms for approving the said organizations' accreditation, re-accreditation, and activities. The overall process requires the process from the OSDS side and the organization side, as the main feature of the system is processing the many submissions of different organizations' accreditation, re-accreditation, and activities to the OSDS and gaining approval much faster. The announcement side of the system is a feature to be left in the hands of OSDS staff.



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The system is built based on the data gathered from the OSDS and different PLM organizations and the key feature of the system is only limited to them. The viewing side of the announcements and the calendar of activities as well as viewing the different PLM organizations can be done in all of the three perspectives. However, the project has certain limitations: external integration is not within the project's scope, and any modifications or enhancements outside the predefined core functionalities require separate agreements. Also, user authentication and security measures, such as secure login and data encryption, are dependent on the integration team, which is considered outside of the team's scope.

The system is designed to operate within the confines of existing institutional policies, with potential adjustments to accommodate policy changes. Strict adherence to legal and ethical standards, including data privacy and security regulations, is a priority, in compliance with laws governing student organizations and activities and to the Office of the Student Development and Services. Support for the system is limited to bug fixes, while continuous improvement and major enhancements may be subject to additional agreements.

1.8 Definition of Terms

Accreditation – This is the process of OSDS in recognizing organizations. First time PLM organizations will go through a process of accreditation in order to be an accredited organization in PLM.

Calendar of Activities – List of events during a day and their time of start and end.



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Office of Student Development and Services (OSDS) – A department in Pamantasan ng Lungsod ng Maynila which handles the student affairs, activities, and organizations.

PLM Organizations – In PLM, there are different organizations in which there are created by students with officers and members under a name and common shared goal, mission and vision.

Re-accreditation – Accredited organizations will go through the process of re-accreditation to re-accredit the status of their organizations.

Student Activities/Organization System – Unified system for students, student officers, and OSDS staff for processing submitted documents and forms for approval efficiently.



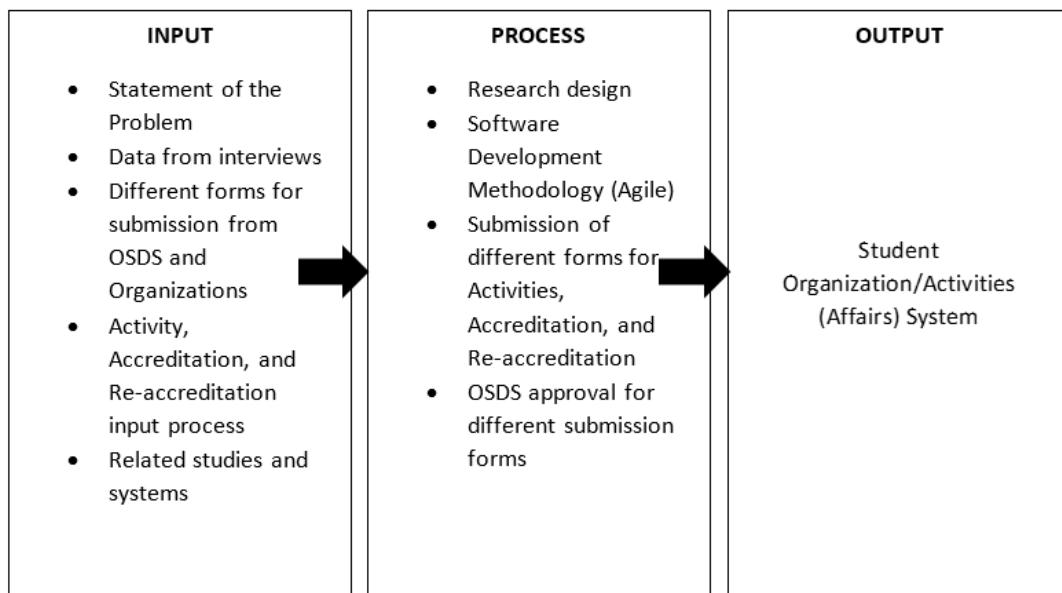
CHAPTER 2

REVIEW OF RELATED LITERATURE AND STUDIES

2.1 Conceptual Framework

Figure 2.1

Student Organization/Activities System based on input-process-output (IPO) model



The conceptual framework for the Student Organization/Activities System will be based on an Input, Process, and Output model for guidance in making the system. The basis of the input for the system is based on the requirements and the needs of the OSDS in order to make a reliable system for them. The said requirement is to have three perspectives in the system which is for the students, student officers, and the OSDS staff and the goal is to have a unified system that will ensure efficiency for all the three perspectives. The system will be based on the researchers' problem statements that are created and identified during the interview process on where the current system can be improved. The system requires



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different forms to be submitted by the organizations where the final approval of forms and documents is held on the OSDS. The related studies and systems is also a basis for the developed system where past and current studies are a key for new ideas and improved development.

The software development methodology used in this process is the agile model where frequent changes can be made in the system and different projects can be done simultaneously. Unlike other software development models, the outcome of different projects can result in quick feedback which means a change can be implemented early and easily if necessary. The process also includes the current system of the submission of forms and documents from different organizations for approval to OSDS and making it more efficient to both users. The forms and documents of the organizations are needed in order for the researchers to know what to be inputted in the system and to make its process all the way to approval to the OSDS.

The three perspectives needed by the OSDS are completed into one system which is the Student Organization/Activities System and the output of the needed requirement. Its deployment will serve as the bridge between the organizations and OSDS, making the submissions and approval much efficient and faster.



2.2 Related Literature

According to Muhammad et al. (2014), an article discusses using queuing models to solve student affairs queuing problems, especially during admissions and exams. Student affairs staff and students face queuing issues. The article stresses on-the-job and refresher training for staff. For smooth operations, staff should also learn the student affairs system. When admissions and exams are busy, hire two people per desk. Improve service rates, reduce staff workload, and improve staff-student communication with this strategy. It suggests eliminating unnecessary tasks to boost staff focus on their core duties. Separate desks for hostels, couriers, parcels, and transportation can help achieve this goal. This aids system management. This article can also explain why many students value student affairs for efficiency. Overall, automating this system helps many students schedule activities at home without waiting in lines. In conclusion, these recommendations will significantly improve student affairs service efficiency and quality.

In the context of computer technology and education. Student affairs must be implemented when it comes to different school premises according to Abdulazeez, Zeebare, & Sadeeq (2018). Based on their study, they discuss the importance of online technology and communication and emphasize the need for effective online support services for both students and faculty members, especially in the face of a diverse student population with varying levels of technological proficiency. The study also touches upon the challenges faced by Student Affairs (SA) professionals in creating an inclusive environment for all students, considering factors like race, age, gender, and other social



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variables. It highlights the importance of integrating multicultural awareness, knowledge, and practice within SA divisions to achieve their mission effectively.

Most of the schools here in our country don't operate on digital Student affairs, which causes a lot of problems, specifically in managing various activities, programs, academic performance, and guidance services for students. Another thing is that the manual handling of student records and documents in physical file folders is common but leads to several problems, such as data security, accessibility, and high operational costs. To solve the issue, according to Norman & Olipas (n.d), the article proposes the development of an Online Student Affairs System (OSAS) with Short Message Service (SMS) integration. This computer-based information system aims to collect, process, store, retrieve, produce, and disseminate relevant information efficiently. It will replace the traditional paper-based filing system and provide solutions to the problems encountered in the Office of Student Affairs.

Different educational institutions can use VB.NET framework technology. Gnanaselvi et al. (2022) describe the College Management System as an automated version of manual Student Management Systems that handles admissions, fees, student profiles, search and retrieval of student information, individual student records management, student removal, messaging, library management, student mark reporting, attendance tracking, and system exit. For standalone and networked environments, it uses VB.NET for the front-end interface and SQL Server 2014 for the back-end.



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These systems should improve data management efficiency and save educational institutions money. The systems improve communication between institutions and parents/guardians about student academic progress and activities.

Due to the diversity of campuses, disciplines, and student services, student affairs professionals lack a common language or terminology. Higher education professionals must understand student challenges, according to Killa & Degges-White (2021). College offers many opportunities for growth and development, and both expected and unexpected transitions can shape their future. Student affairs professionals' roles have changed, but applying relevant theories is still essential to their success.

Student affairs professionals use developmental theories to understand how students are navigating developmental challenges. They must foster student personal and professional development outside of class. This chapter discusses the history of student affairs, the challenges students face during college adjustment, the support role of student affairs professionals, and the importance of applying theories to student development.

We need technology to make life easier, more enjoyable, and faster. Information is organized and stored on computers in offices, schools, and homes. Technology has made life easier and more efficient, according to Pedro (2017). Students are using technology to study and create. Data is collected, organized, stored, and communicated by information systems. The Office of Student Affairs (OSA) at Mallig Plains Colleges (MPC) struggles to organize student data due to bulky records and evaluation results. A Student Affairs Management Information System was created to simplify manual processes and monitor



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student data quickly. This project helps the Office of Student Affairs staff record student information efficiently and reduce human effort.

Having a student/staff system for a university is a big win for both staff and students. According to Bharamagoudar & Totad (2013), a system has been designed to replace paper records in colleges and universities. The system features a complex logging system to track user access and ensure conformity to data access guidelines. The system provides a simple interface for maintaining student information, reducing paperwork work and automating the record generation process. It also reduces manpower requirements, provides accurate information, and helps in making intelligent decisions by management.

Educational institutions offer assistance to individuals grappling with personal, vocational, or academic challenges through the collaboration of administrators, counselors, parents, teachers, and other experts. Confronted with a scarcity of counselors and unpopular offices. It would be ideal if guidance were available. The development of career guidance systems was in response to these concerns. As stated by Abisoye et al. (2015), the system they developed assisted adolescents in self-awareness, guided appropriate professional trajectories, and functions as a supplementary instrument for career counselors and guides. Which can be connected to our system through the process of education.

In 2013, there's a study that said that Misalignment between business processes and information systems is common in organizations. In order to answer and have a correction for this answer, integration of both processes are required. According to Utomo, & Wellem (2013), they identify the business process of a university's Information System for



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Academic Affairs, analyze and design automation, and identify necessary services. They reduced 13 academic business processes and they reduced them into 4 parts and identified Web services for unconnected information systems.

A Thailand-based study reveals that a significant disparity exists between the system's ineffective management and administration and management challenges. As stated by Thongnoi, Srisa-ard, and Sriampa (2013), the state of education in Thailand is characterized by subpar effectiveness, quality, and opportunities in comparison to previous years. Higher student achievement resulted from the implementation of an efficient academic affairs administration system at Wad Banpang School in Roi-Et Province, Thailand, according to the study. The students' performance level ascended from 30th to 2nd, as evidenced by their improved average test scores. Instructors gained a deeper understanding of the system and enhanced their implementation of curriculum, media, assessment, and learning resources. Teachers and administrators alike expressed satisfaction with the system, with the greatest degree of contentment with the outputs.

One of the objectives of student affairs is to improve the quality of student services. As stated by Akib, Rifdan, and Guntur (2015). Symbolic implementation of a national education system, established by the government, spans from primary school to university. Higher education is subject to the influence of various subsystems, among which the academic and student administration system and the success of the learning process (PBM) impact the lecture system. Despite the teaching of public service, technology, and science in higher education institutions, the quality of public services at PPS UNM remains



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problematic. As a result, they reach a resolution of although the strategy to enhance academic service and student affairs at PPS UNM was founded on the opinions of specialists, it has not been entirely successful. The provision of Public Service Standards, Human Resources Development, Administrative Services, Information Systems, and Facilities and Infrastructure are the five facets comprising the quality dimension. The primary objective of research recommendations is to rejuvenate every facet of academic services and student affairs.

Students consider queues to be one of their greatest adversaries in terms of activity scheduling. The Department of Student Affairs at the university is currently grappling with protracted registration wait times, which are impeding operational efficiency and diminishing student contentment as stated by Aye, Thant, and Nwe (2020). In response to this concern, an operational research (OR) system utilizing queuing analysis and computer simulation is being designed to decrease waiting periods. By facilitating student registration and alleviating departmental congestion, this self-contained application ultimately enhances student satisfaction.

Student flow scheduling supports registrar simulations and provides schedules, thereby enhancing the facilities of the student affairs department. Computer simulation and queuing models are utilized by the system to compute waiting time issues. It improves servers and decreases wait times for university student affairs departments. There are numerous domains in which queuing can be implemented, such as waiting time and queue length issues



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Student affairs administration plays a crucial role in promoting the comprehensive development of students' abilities. However, existing problems in student affairs administration hinder the realization of talent training goals. According to He (2022), to address these issues, it is essential to analyze existing problems, create a conducive environment for student affairs administration, and promote comprehensive growth for higher vocational students.

The study found that student affairs administration at Jiangsu Vocational College of Electronic and Information is moderately effective, with average values ranging from 1.745 to 3.849. Role positioning is low, while professional administration and other dimensions are moderate. There are no significant gender or age differences in student affairs administration.

Student affairs and services are crucial for educational institutions' success, ensuring holistic student development and supporting academics, including academic, personal, socio-cultural, and political participation. In the Philippines, they ensure meaningful non-academic experiences and efficient services are available. According to Loyola (2019), student affairs practitioners must be creative and innovative to meet clientele's needs. However, the relationship between job satisfaction and employee creativity/innovation in student affairs has been neglected. While job satisfaction is a significant predictor of organizational innovation, few researches have explored the relationship between employee job satisfaction and organizational innovation, particularly in student affairs work.



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The study investigates the relationship between job satisfaction and employee innovation among student affairs practitioners at De La Salle-College of Saint Benilde. The findings can be used to improve management styles, policies, processes, and systems to ensure job satisfaction. The study emphasizes the importance of considering the needs of student affairs practitioners to promote innovation and ensure their concerns are addressed. It could also help top management innovate their management styles, policies, systems, and processes. The results show a strong relationship between job satisfaction, employee innovation, and creativity, as perceived by respondents.

Globalization, technological progress, and the diversity of students all contribute to the rapid evolution of higher education. Due to the fact that Industry 4.0 is causing transformation in the education sector, research into student affairs is crucial for enhancing the collegiate experience of students and bolstering the success of academic institutions. Using organizational development techniques to transform the Student Affairs Division of Assumption University into a learning organization, as stated by Kaipunlert (2021). The data was gathered via questionnaires and interviews. A pre-ODI analysis revealed that Student Affairs personnel exhibited a lack of consistency in their conduct and behaviors. Team building, coaching, appreciation inquiry, and SOAR workshops were implemented as OD interventions to increase knowledge and behavior concerning the learning organization culture. The total gain scores varied significantly, as determined by post-ODI analysis.



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The increasing popularity and internationalization of higher education have led to colleges and universities delivering qualified social people for the development of the country and society. According to Yinxia (2022), the quality of students' training in these institutions is a key issue, and high-quality student affairs management can improve the overall quality and ability of college students, improve the competitiveness of colleges and universities in the education market, optimize configuration, and reduce management costs.

The quality of student training in institutions is crucial, and effective student affairs management can enhance student performance, competitiveness, and cost-effectiveness. However, challenges include high communication costs, ineffectiveness, and ineffectiveness. The author proposes combining total quality management with student affairs management, establishing a student-centered educational service, adopting continuous improvement, and introducing the PDCA cycle. This long-term and challenging topic requires further research and discussion by scholars.

Burnside et al. (2019) reports that a comprehensive analysis of on-campus student employment by the National Association of Student Personnel Administrators (NASPA) has unveiled its potential advantages for collegiate institutions. Effective on-campus employment programs can provide students with valuable learning experiences, increase retention rates, and develop career-ready skills, according to the analysis. Leadership participation, equitable hiring practices, growth opportunities, student learning outcomes, and assessment and evaluation are all essential elements of effective programs. The



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purpose of this report is to offer expertise and assistance to collegiate institutions that are attempting to utilize on-campus employment as a significant catalyst for student achievement

According to West (2018). Professional counter spaces are sites of resistance that can improve the well-being and professional success of Black women in higher education. These counterspaces involve narrative identity work, acts of resistance, and direct relational transactions. The study investigates the experiences of African American women in the AAWS between 2006 and 2011, aiming to contribute to the development of new counterspaces and enhancements for marginalized individuals in higher education and beyond.

According to Martinez (2017) The study examines the perception of student affairs administrators (SAAs) in public higher education institutions in the US. It uses Q methodology to analyze 40 professionals from 12 institutions. Four leadership lenses are identified: Connective, Instructive, Supportive, and Constructive. These lenses are influenced by self-perception theory, organizational role theory, and student development theory. The study highlights the need for further research to better understand and support SAAs' roles in public tertiary institutions. The increasing number of college students and rising tuition costs pose significant challenges for administrators and students. Understanding SAAs' perceptions can help increase knowledge in the field and meet demands for accountability from students, parents, and policymakers. The study concludes with implications, recommendations for future research, limitations, and a conclusion.



Assessment in student affairs plays a crucial role in improving student learning outcomes. It involves examining the student experience and gathering evidence of growth. Stated by Schuh et al. (2010), college impact research shows that the impact of college is cumulative, involving both inside and outside of class experiences. However, not all staff members are prepared to design meaningful assessments. This paper aims to convince faculty and institutional leaders that student affairs staff's perspectives should be represented in institution-wide assessment. Collaboration between faculty and staff is essential for understanding and documenting student learning.

2.3 Related Studies and/or Systems

According to Cummings (2014), the study explores the impact of student support services (SSS) on academic success at a historically black college. Results show no significant differences in GPAs between SSS and non-SSS student groups, but significant differences in Accuplacer math, reading, and writing scores. Retention and graduation data show significant differences between SSS and non-SSS students, while satisfaction levels remain virtually the same. The educational system faces debates over effectiveness, teacher performance, curriculum development, and state-mandated standardized testing. The study uses Astin's I-E-O Model to understand the relationship between environment, input, and outcome. Future studies should evaluate the program's strengths and weaknesses, identify potential threats, and include a larger sample.

A survey assessing Camarines Sur Polytechnic Colleges' Student Affairs Services Program for 2012-2013 found the program effective, but with lower effectiveness in



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Guidance and Counseling and Housing Services. Stated by Ibarrientos (2015), the study suggests improvement through a Comprehensive Development Plan. The Philippine educational system faces challenges due to rising costs, technological demands, and external factors. Student affairs specialists should adapt their services to meet underprivileged families and prepare students for work and future life. The college should prioritize these services, but more comprehensive details are needed to align with college goals and student needs.

According to Tan and Prado (2020), their study investigates the impact of student affairs and services programs on students' academic performance in a private higher education institution. The research found a significant relationship between awareness, acceptability, relevance, and implementation of these services on academic performance. Programs under Student Welfare Services, such as Information and Orientation Services, Guidance and Counseling, and Institutional Student Programs, predicted academic performance. To improve students' academic performance, the study suggests evaluating the direct or indirect impact of these services and adjusting existing programs to generate more positive outcomes. The Commission on Higher Education mandates HEIs to adopt effective policies and standards on student affairs and services (SAS), but challenges such as increasing tuition fees, changing student demographics, accountability demands, ethical issues, and lack of funds, facilities, personnel, and trained staff persist.

According to Manderino (2019), the study examines assessment data used in student affairs at a non-profit private university in the Midwest. It examines staff



perceptions and experiences, using a conceptual framework and examining organizational culture, structure, and processes. The findings suggest practitioners need to broaden their paradigm and mitigate limitations in data use. The study contributes to student affairs by providing contextual evidence and insights into factors affecting use.

The changing landscape of higher education is influenced by factors like student demographics, economic conditions, and emphasis on degree completion. Academic and student affairs units must adapt to thrive in this environment. This dissertation examines the relationship between these units at Highlands University, revealing a deficient relationship and the need for better understanding and collaboration. Stated by Rivers (2017), the study suggests understanding the roles of each unit can help create a culture of collaboration across campus units, especially during times of change.

According to Castro (2019), the study explores the impact of international study tour experiences on the professional and personal development of student affairs professionals. The research, conducted at four four-year public institutions, used Kolb's Experiential Learning theory to understand the experiences of 12 participants. The findings suggest that these tours are active learning experiences, fostering transformational experiences, global awareness, intercultural communication, career paths, and self-growth. Participants reported increased self-confidence and personal growth. Recommendations include increasing the number of students attending international study tours, encouraging information sharing, and implementing gathered programs.



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The study evaluates student affairs services in East Java, Indonesia's higher education institutions, revealing that while services are ranked 'good', they are not yet 'excellent'. According to Rozikin et al. (2020), the study focuses on scholarships, talent, logic, and reasoning competence, and suggests future improvements in bureaucracy and efficiency to enhance effectiveness. The student affairs sector is crucial for student success and has a strong relationship with academic services and student achievement. The study aims to provide recommendations for improving student services in Surabaya and Malang, highlighting the need for further evaluation to ensure efficiency and effectiveness.

The study evaluated the performance of Student Services at North Eastern Mindanao State University - Cantilan Campus and students' satisfaction with the Office of Student Welfare and Development services from 2021 to 2022. According to Loren, Miranda, & Correos (2023), the results showed that students rated the services as well-implemented and expressed high satisfaction. However, they identified time management, academic workload, and financial problems as common issues they face. The Office of Student Welfare and Development aims to enhance students' experience from first contact to alumni, providing comprehensive and coordinated support services for social, emotional, and character development. The study found that Admission Services received an "Excellent" rating, while Sports Services received a "Satisfactory" rating.

The internationalization movement in higher education has grown rapidly in the past two decades, with 283 International Branch Campuses (IBCs) operating in the Middle East. A study in Qatar found that local cultural context significantly influences student



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affairs practices at American IBCs. According to Abdo (2020), this growth is driven by the global demand for access to higher education, driven by the doubling of the student population worldwide. Internationalization efforts are structured to meet the interests of each institution, and the main challenge for student affairs professionals is to function effectively with students from cultural backgrounds. The growing International Business Schools phenomenon necessitates research on best practices for operations, and practitioners must adapt to cultural differences between their home country and the host country in the Middle East.

An internet-cored society has emerged due to the development of information technology. As higher education institutions expand, problems in student affairs management, such as inefficient counselors, have become more apparent. A pioneering attempt is to create a Blog-based Project for Student Affairs Management Platform for Counselors in Colleges and Universities. Stated by Ye (2019), this platform combines counselor management with ideas like sharing, creativity, personality, and communication. It allows students to share information and communicate with teachers anonymously, shortening the mental gap between teachers and students and promoting diversity in mental health and ideological education. The platform aims to enhance work efficiency in universities and cater to the needs of modern university students.

A study by Ibarrientos (2015) evaluated Student Affairs and Services in a Catholic higher education institution in the Philippines, finding that students found the service satisfactory. However, the study identified a need for further strategic planning in Student



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Development. According to Galvez (2019), The Philippine Commission on Higher Education has established policies to regulate SA activities, encouraging institutions to conduct research and assess their effectiveness. The study also surveyed SA professionals on theoretical knowledge, responsibilities, and competencies, focusing on student contact and support for student development. Several action plans have been proposed to address student-reported problems and issues.

A study at Mid-Atlantic University found that early workplace experiences contribute to career longevity in student affairs professionals. According to D'arcangelo (2022), four factors contribute to career longevity: a platform for practice, substantial work, connection to professionals, and high-impact moments with students. New professionals experience marginality and mattering during their entry-level positions, with three top-mattering factors positively influencing retention: appreciation, a sense of importance, and empathy during struggles. Supervisors serve as coaches/cheerleaders and offer career assistance, showing appreciation and empathy during struggles. The study also highlights the importance of understanding the purpose of higher education and the broad scope of student affairs work to understand retention issues. It provides a deeper understanding of the factors influencing career longevity in student affairs.

The study examines thriving student affairs professionals using Seligman's (PERMA) theory. It found a positive relationship between all PERMA constructs and overall thriving at a mid-sized public university in the Midwest. Stated by Brodie et al. (2021), the study also found no significant relationship between generation or functional



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area and thriving. The COVID-19 pandemic significantly impacted thriving, with 88% of participants experiencing higher levels. PERMA constructs contributing most to overall thriving were meaning, engagement, relationships, positive emotion, and accomplishments. The study suggests that navigating the pandemic has provided opportunities for personal and professional growth, as well as fostering collaboration and balance in the workplace.

The thesis investigates student satisfaction with a community college's Student Services Department through a qualitative study. Ten students participated in a focus group, and the results showed satisfaction with the service. However, areas like staff knowledge and consistency need improvement. Recommendations include increased program improvement, open communication with students, and professional development for staff. Stated by Rudge (2023), the study emphasizes the importance of a cohesive educational environment and a strong, collaborative relationship between academic and student services. It also highlights the need for more time for building sustainable relationships and evaluating services. The results suggest focusing on providing individualized experiences and fostering personal connections with staff. However, areas like staff knowledge and consistency between campuses need improvement. Recommendations include open communication, professional development, and establishing an Office of Multiculturalism to empower staff and support students in achieving their educational goals.



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According to LePeau (2015), the study explores the potential of academic and student affairs (AA) and student affairs (SA) partnerships in higher education to address diversity issues. It highlights the need for collaboration among departments for holistic student development. The research supports the concept of AA and SA partnerships as promising approaches for enacting the dimensions of the conceptual frame work. The study demonstrates that the institutional climate for diversity is a product of various elements and their dynamics, and the type of partnership matters in the outcomes. Participants from both AA and SA pathways made paradigmatic commitments at individual and institutional levels, with the Pervasive Partnership being the most vigorous. The study suggests that AA and SA can effectively address academic and campus issues by implementing diversity and inclusion initiatives.

According to a study conducted by Ibarrientos (2015), students at a Philippine Catholic university were satisfied with Student Affairs and Services. It did, however, emphasize the need for more strategic planning, particularly within Student Development programs. The Commission on Higher Education (CMO) encourages institutions to conduct research and assess SAS programs' effectiveness. According to Sison (2019), the study also surveyed SA professionals on theoretical knowledge, responsibilities, and competencies, focusing on student contact and support for student development. The findings suggest that further strategic planning is needed to address student-reported problems and issues.



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A study on mid-level student affairs professionals' retention at two public, medium to small-sized, 4-year universities in the Mid-Atlantic region found that institutional and community factors influence their decisions to stay or leave their positions. Factors influencing employees' intention to stay included relationships within the institution, family ties and needs, personal and professional investment, employer benefits, and community and institutional fit. Factors influencing employees' intent to leave included salary, institutional culture, and ineffective supervisors. According to Rodriguez (2021), The study emphasizes the importance of understanding how intentions to stay or leave manifest over time and listening to employees' narratives to understand the factors influencing their decisions. By taking a proactive approach and investing in the factors that influence employees to stay, leaders can increase the chances of employees being embedded and content in their positions.

The article examines the impact of massification, diversification, marketization, and globalization on higher education policies, highlighting the diverse contexts in which these developments affect student affairs and services. It provides examples from European, South American, and African continents, illustrating how these changes affect access to student services. According to Jamieson et al. (2023), their study suggests future research and policy topics for student services, focusing on inclusion, diversity, and overcoming barriers to internationalization, equality, and engagement

The study analyzed the competence levels of senior student affairs professionals and their experiences, revealing that most rated them as advanced. Experience included



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years in the student affairs profession, graduate school education, mentoring, personal journey, professional development opportunities, and teaching. According to Pizano (2020), the study suggests that supervisor support and increased involvement in specific activities can boost competence levels. The American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) have developed 10 competencies for student affairs professionals, which address knowledge, skills, and dispositions needed for effective roles. The study found that senior-level administrators identified themselves as advanced in Advising and Supporting, Leadership, Organizational and Human Resources, Personal and Ethical Foundations, and Values, Philosophy, and History, but intermediate in Assessment, Evaluation and Research, Student Learning and Development, and Technology.

The study examined the impact of a week-long residential professional development Institute on mid-level managers' self-efficacy. The intervention focused on areas such as free speech, cultural competency, budgeting, strategic planning, collaboration, and political landscape. According to Watson (2020), results showed that developing specialized skills, relationships, and dispositions is essential for mid-level managers to create greater clarity in their roles, become more solution-focused, and improve communication. Educational level was found to correlate with mid-level manager self-efficacy. The study highlights the importance of leadership development for mid-level managers, emphasizing the need for understanding and enhancing their skills and dispositions. The study also found a correlation between having a terminal degree and learning tips for being a successful mid-level manager. The findings underscore the



importance of intentional leadership development for mid-level managers, emphasizing the need for cultural shift and organizational learning specifically for them.

2.4 Synthesis

To address these challenges and enhance the efficiency of managing school activities for student organizations, the proposed web-based system aims to centralize and streamline organization details and activities for better organization, collaboration, and overall effectiveness. Cummings (2014) indicates that student support services impact retention and graduation rates, suggesting that a web-based system could provide a centralized platform for monitoring and supporting students. Ibarrientos (2015) emphasizes the need for improvement in specific areas of student affairs programs, and a web-based system allows continuous assessment for institutions to adapt and enhance services based on real-time data. Manderino (2019) highlights the need for practitioners to broaden their paradigm and mitigate limitations in data use, and a web-based system facilitates data-driven decision-making by providing a centralized repository for assessment data. Rivers (2017) identifies a deficient relationship between academic and student affairs units, and a web-based system can serve as a collaborative platform, fostering better communication and understanding between these units.

Castro (2019) explores the impact of international study tours on student affairs professionals, and a web-based system can facilitate the coordination and documentation of such experiences, fostering information sharing and program implementation. D'arcangelo (2022) identifies factors contributing to career longevity among student affairs



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professionals, and a web-based system can support professional development by providing a platform for mentorship, knowledge sharing, and appreciation. Brodie et al. (2021) show a positive relationship between PERMA constructs and overall thriving, and a web-based system can incorporate features that enhance positive engagement, relationships, and accomplishments among student affairs professionals. Loren, Miranda, & Correos (2023) assess student satisfaction with services, and a web-based system can centralize student feedback, aiding in continuous improvement efforts. LePeau (2015) suggests collaboration between academic and student affairs for holistic student development, and a web-based system can serve as a collaborative platform, fostering communication and partnership between these entities. Jamieson et al. (2023) highlight the impact of global changes on student services, and a web-based system can address the challenges posed by these changes by providing a flexible and adaptable platform.

The proposed web-based system for managing school activities of organizations will provide a centralized database, allowing easy access to organization details, activities, and assessments. While the web-based system requires internet access, users and staff members can document information offline and synchronize data with the system once online, offering the benefits of centralization, real-time assessment, and collaboration in managing school activities effectively.



CHAPTER 3

TECHNICAL BACKGROUND

3.1 Procedures of Business Activities

The created system has different features and the proposed functionalities here are:

Login page – This is designed for students, organization officers, and OSDS staff. A login is required before accessing certain systems for certain users. The login page separates the three different perspectives and depending on the credentials, the user will be redirected to the correct system.

Home Page – The first page to be directed to the user in the system on the dashboard is the home page. It includes three main features which are the viewing of the featured announcement, latest updates, and upcoming event. The home page is seen in all perspectives in the systems and always included. This can be edited through the staff system. The featured announcements are announcements that are fresh or news that should be seen by everyone and the latest update and upcoming event is for news which can be any latest single announcement.

Calendar of Activities – The events' date, time, and schedule can be seen here in the page of calendar of activities. The date can be chosen through an interactive calendar where users can choose which day of the month they want to see the scheduled events and activities. This can be used by different PLM organizations to know whether a certain time or date is available for their planned activities.



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Organization Page – Serves as a comprehensive directory showcasing a diverse array of organizations affiliated with PLM. This curated list provides a visual panorama featuring the distinctive logos of each organization. Each logo serves as a gateway to the respective organization's official Facebook page – a link that facilitates easy access and connectivity.

Request for Activity Page – This page can be only viewed in the system perspective of student officers and this feature is only for them and it is also connected to the Request Page of the staff perspective. This feature allows the student officer of an organization to make requests for events or activities and the needed forms and documents to be submitted is inside the request for activity page in which the student officers will upload and submit it by clicking a button. Upon approval, the proposed activity integrates into the comprehensive calendar of activities, becoming visible to all students and fellow student officers.

Accreditation Page – This page can also only be viewed in the system perspective of student officers and also connected to the Request Page of the staff perspective. This page is for the accreditation and re-accreditation of PLM organizations. Accreditation is the process of creating organizations and re-accreditation is for re-accrediting an organization. Both accreditation and re-accreditation have similar forms and documents to be submitted but the difference of two is that re-accreditation can only be accessed if the organization is already accredited. The status of the organization can also be viewed here if they are not accredited, accredited, or in need of re-accreditation.



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Status Page – The submitted documents and forms can be seen in the status page. This feature can only be seen from both the student officer and staff perspective. The main function of this page is to know the status of each submitted request. In the student officer system, this serves as the history or archive page of their submitted requests and it will tell them the status of each submitted request which are: Pending (Not Viewed), Viewed, Approved, or Rejected. The status is based on the Requests page of the staff system but the status page for the staff system serves also as the history page of approved or rejected requests. Both status pages of both perspectives are separated into two pages which are for the Request for Activity and the Accreditation/Re-accreditation for it to be easier to identify which request it is.

Requests Page – The requests page is exclusive to the staff system where the submitted forms and requests from the request for activity and accreditation will go here for approval. The first thing the user will see is a table which lists the different submissions from different organizations. The user can see the contents of the submitted request by clicking on a specific item on the table. It will show the details about the request and the different submitted documents and forms attached to it. Once they are reviewed properly, the user can click whether to accept or reject the request and it will update the table for both the requests page and status pages of both student officers and staff. The request page also has two separate tabs for activities and accreditation/re-accreditation for requests to be easier to identify.



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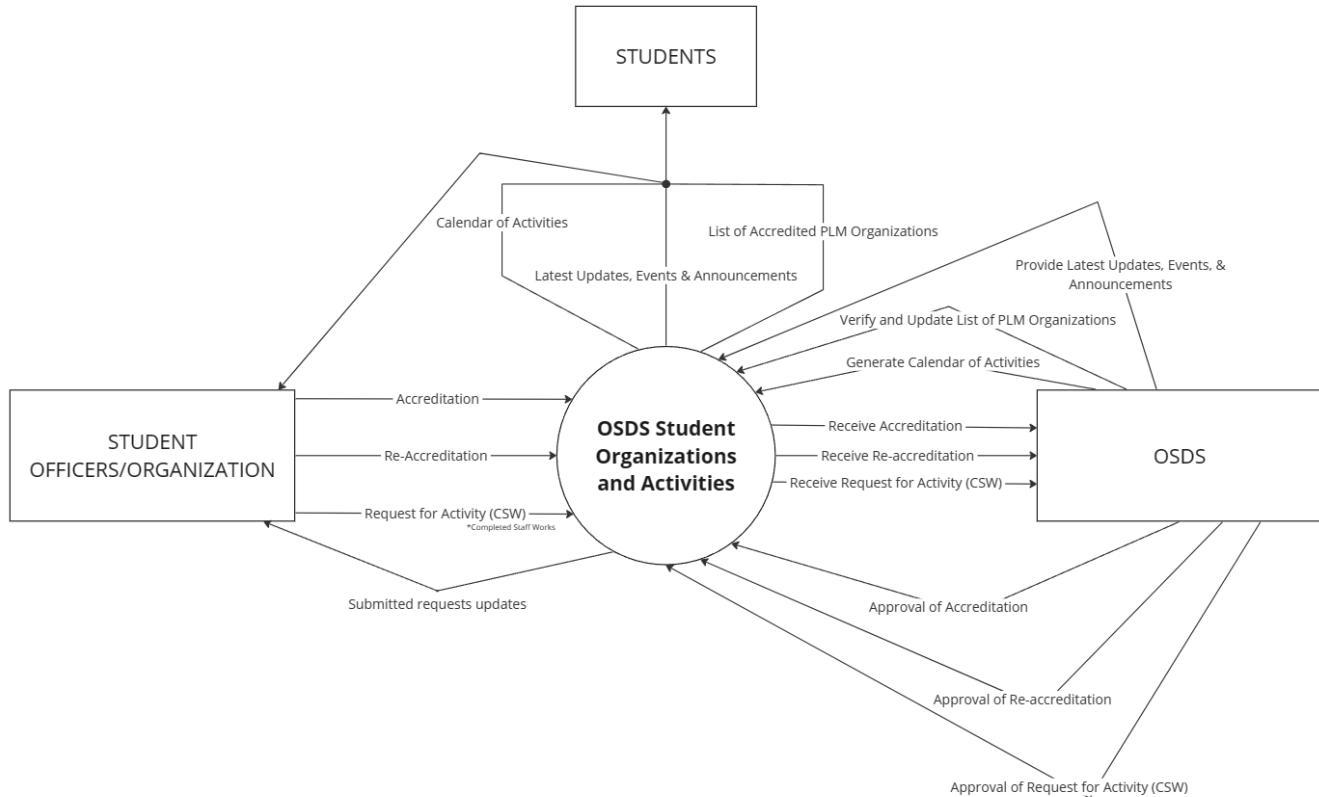
Edit Announcements Page – The home page of each perspective is similar and the announcements on the home page can be edited here in the edit announcement page. While being only exclusive to the staff system, the user can edit, update, or delete the featured announcement, latest update, or upcoming event from the home page. The featured announcement can have multiple announcements which can be used for many updates or news that can be featured.



3.2 Current Context Diagram

Figure 3.1

Current Context Diagram

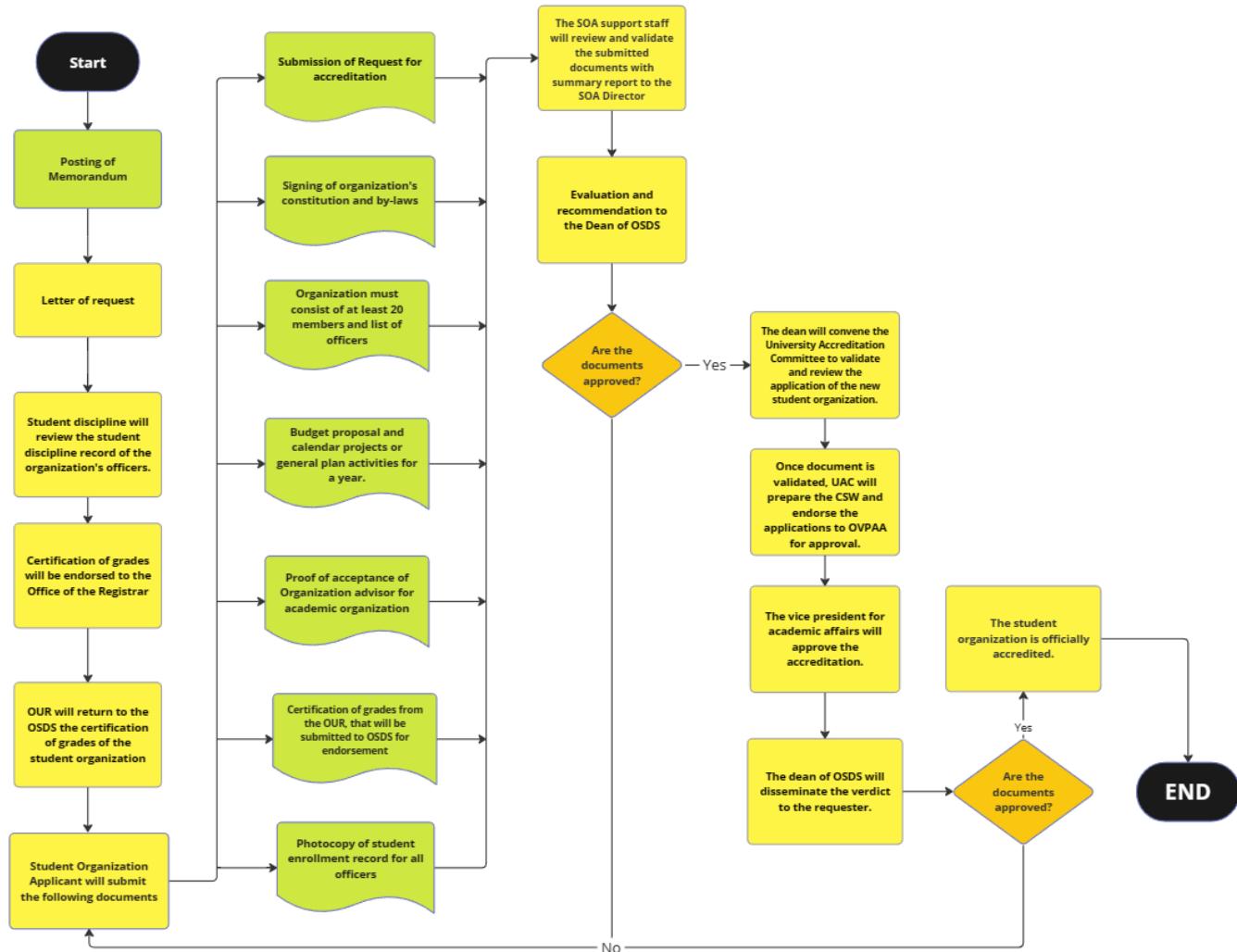




3.3 Current System Flowchart

Figure 3.2.1

Accreditation Process



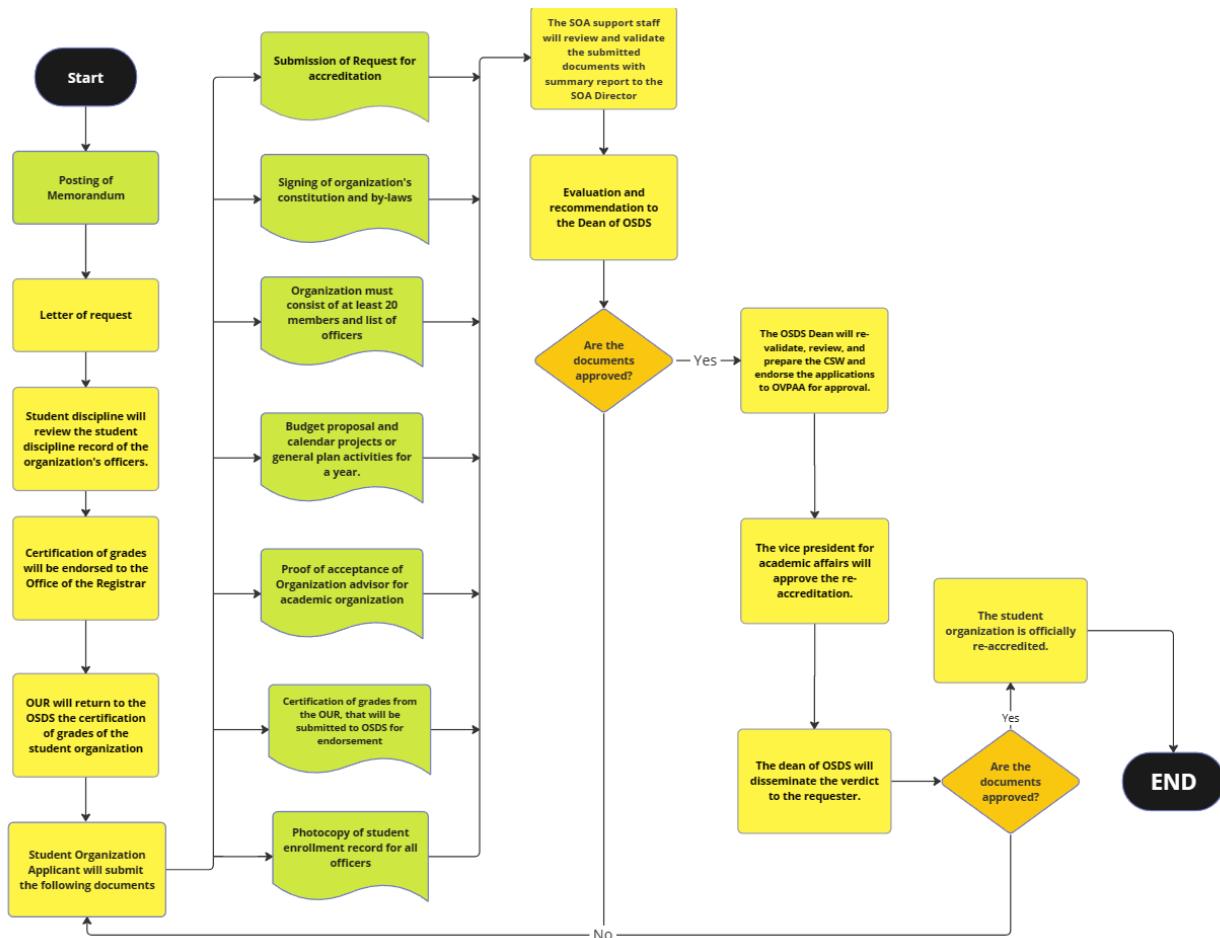


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Figure 3.2.2

Re-accreditation Process



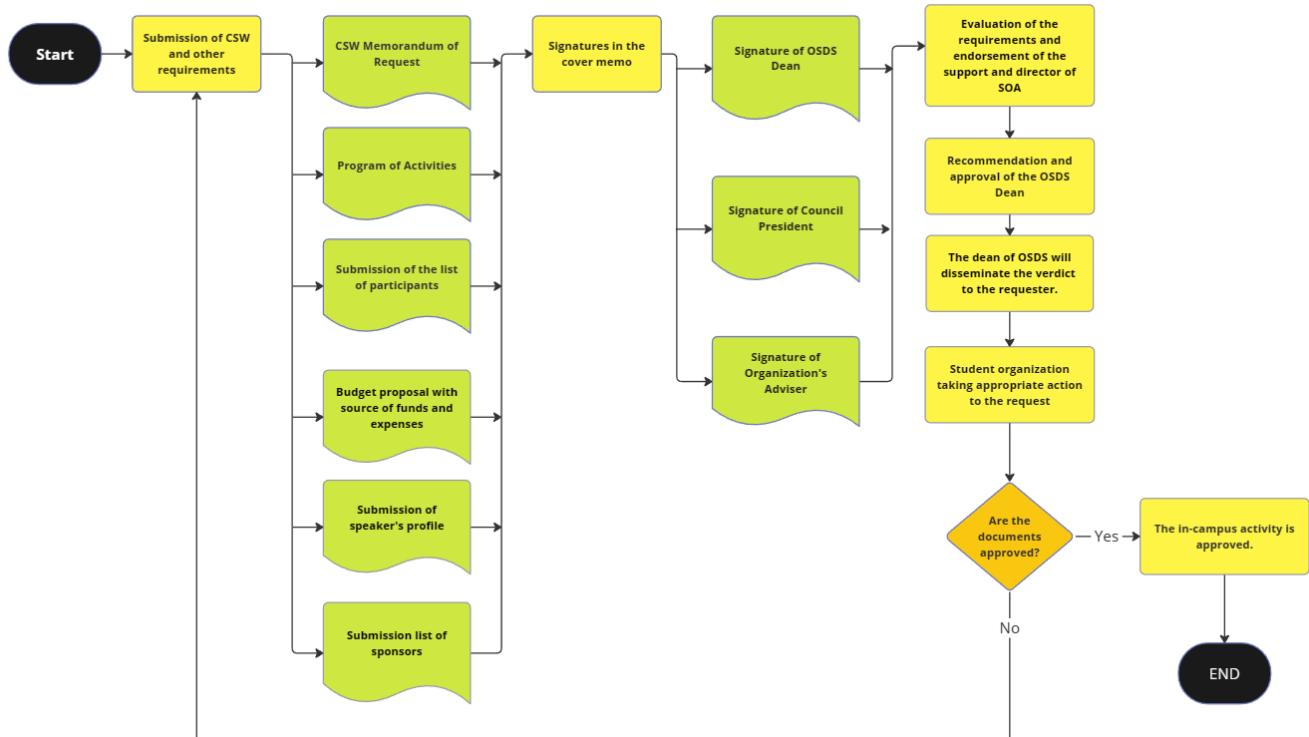


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Figure 3.2.3

Request for Activity In-Campus Process



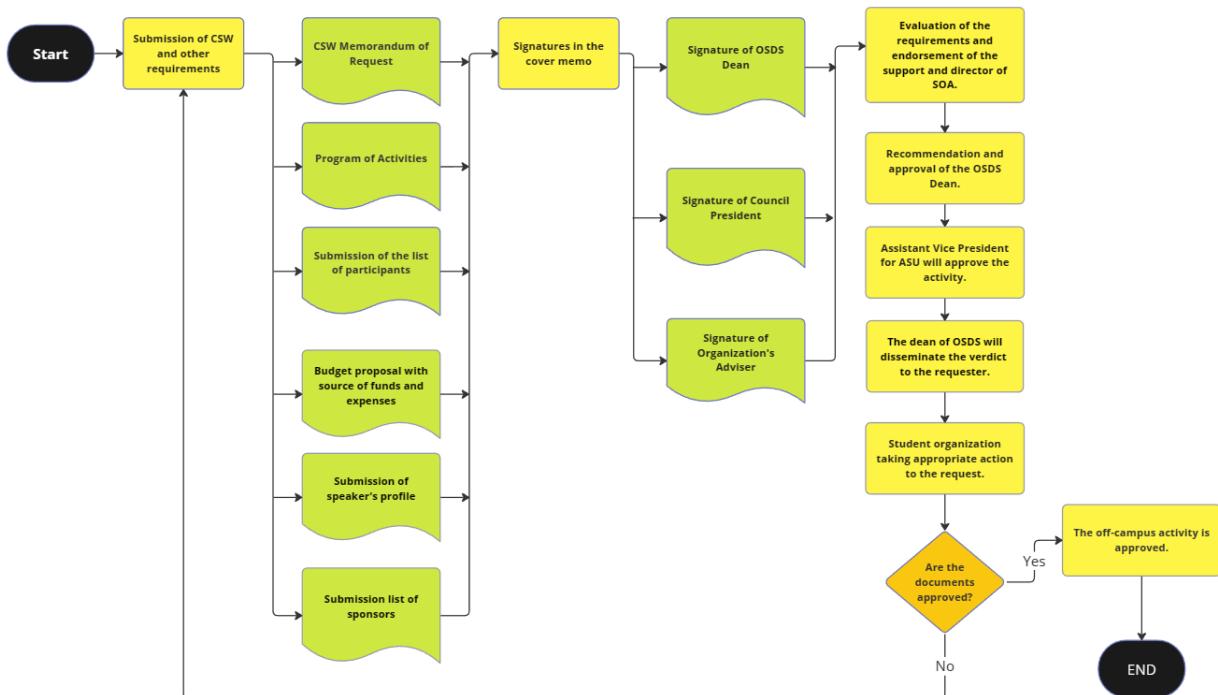


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Figure 3.2.4

Request for Activity Off-Campus Process

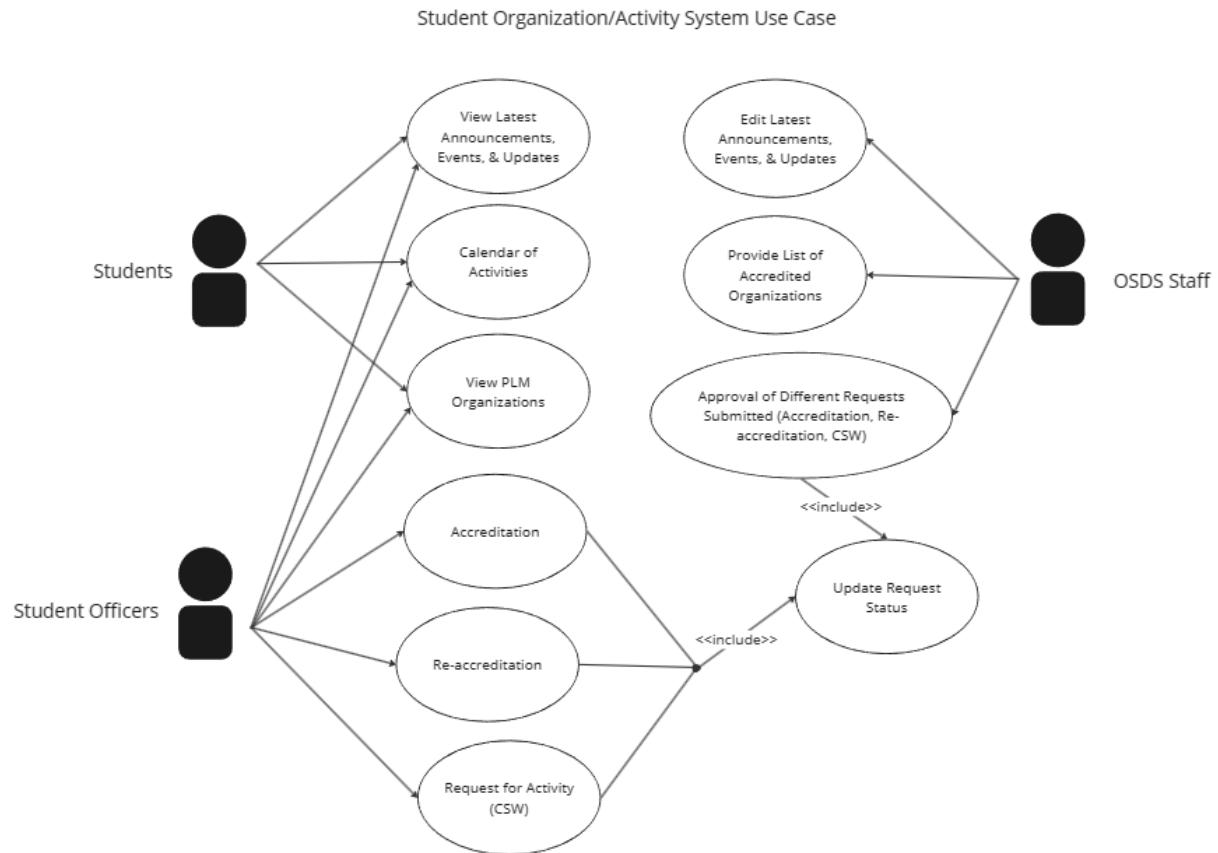




3.4 Current Use Case Diagram

Figure 3.3

Current Use Case Diagram





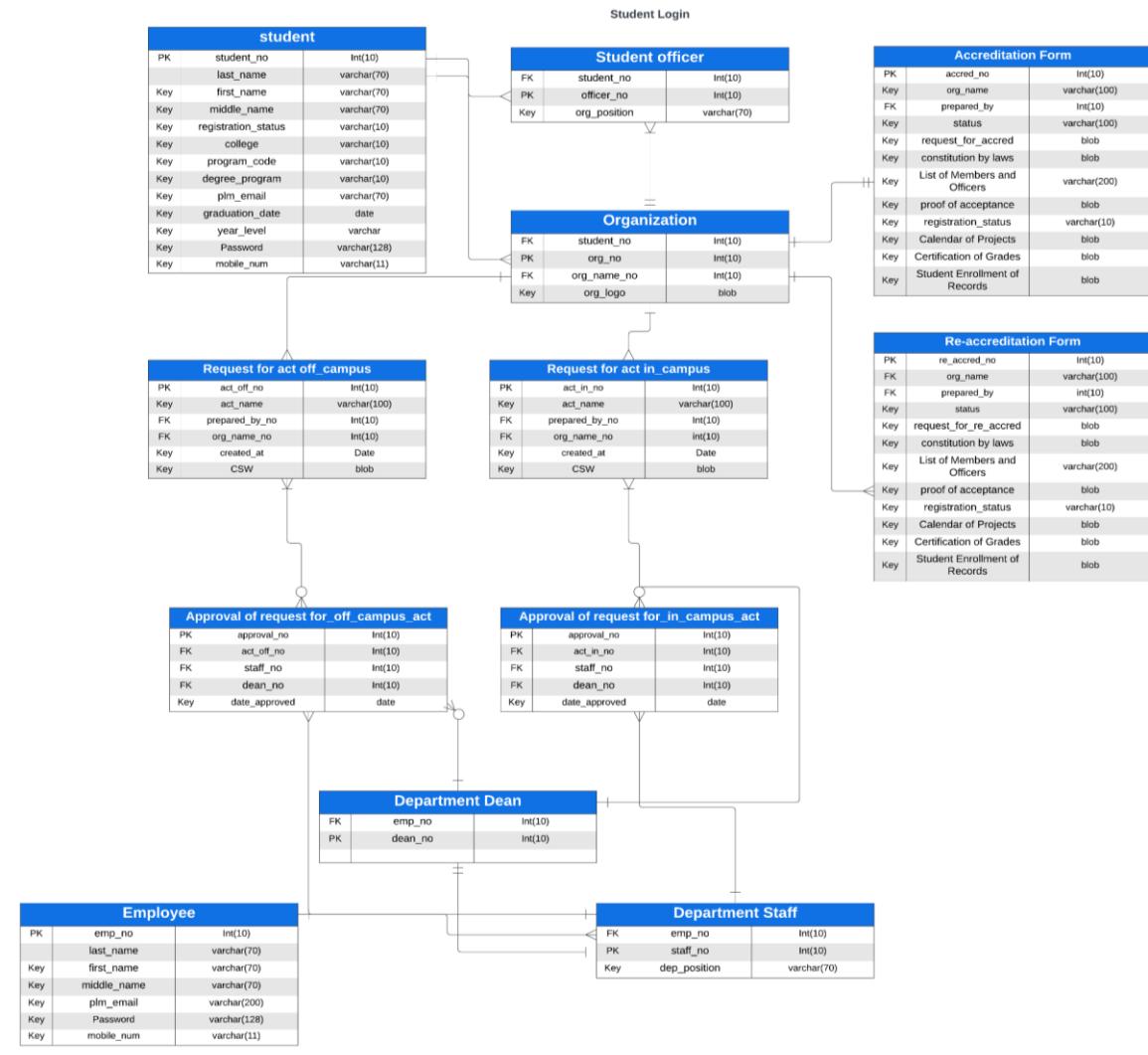
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3.5 Entity Relationship Diagram

Figure 3.4

Current Entity Relationship Diagram





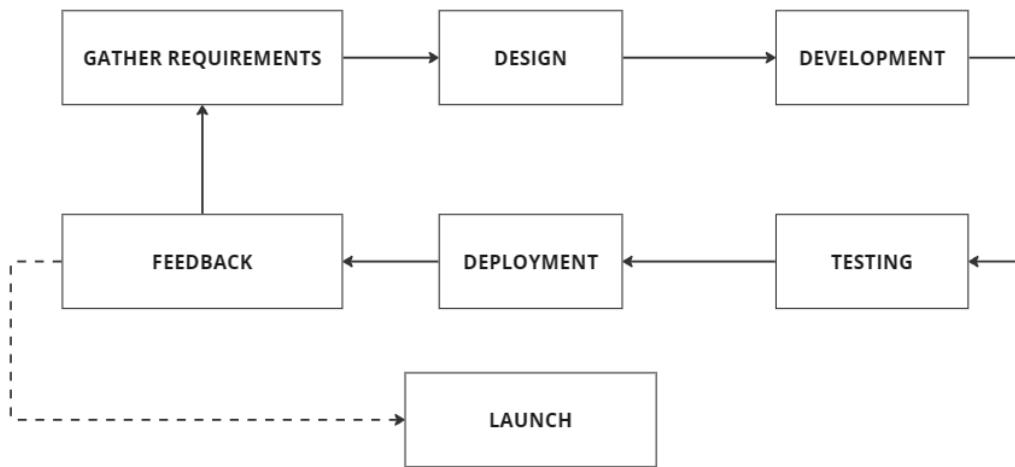
CHAPTER 4

METHODOLOGY OF THE STUDY

4.1 Software Development Methodology

Figure 4.1

Agile Software Development Methodology



The approach that the researchers made on the Student Organization/Activity system for its Software Development Methodology is the Agile Model where frequent changes can be made based on the review or feedback from the testing and development process. In the Agile model, the whole process is in a cycle where the design, develop, testing, and deployment phase will continue until the requirements for the system are met satisfactorily and the feedbacks from the deployment phase are a success. The Agile model provides more freedom for the developers and the client in which constant updates from the requirements mean constant change from the system and the feedback from the testing and deployment phase is very helpful. This feedback is helpful for changing and updating



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the system until the client is satisfied with what they provided and what the developers outputted.

Requirement Gathering Phase – In gathering the data needed for the system, the researchers interviewed the department that is in control of the organizations and activities in PLM which is the OSDS. The data gathered from the interviews from the OSDS are the foundation of different processes, functional, and non-functional requirements needed from the system. The other goal from the interview is to know where to gather information next to identify the other needs much easier. The researchers also interviewed different organizations to confirm the processes of different requirement submission. When the data gathering was done, the team discussed the deadlines and system development tools needed to make a functional system.

Design Phase – The team researched on what system design it would take and the making of the UI/UX design of the system are also done here in this phase. The contents for the UI/UX of the system is from the data gathered from the first phase. The purpose and functions of each page were discussed and the team agreed on the different requirements needed on each page of the system. A prototype is designed for consultation and the reference for the finished product.

Development Phase – The system development tools that the team agreed upon are now used here in the development phase. Programming of the system is now in action and the assigned programmers are now building the code for the system. The UI/UX and system



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design based on the requirements needed is their guide in ensuring that the functional and non-functional requirements of the system are met and working.

Testing Phase – The finished developed system from the development phase will be tested in ensuring that the different requirements are made. The tests will be made by the researchers and the client.

Deployment Phase – Once the testing of the system is done, the researchers will deploy the system with only the successful tested components and functionalities in the system.

Feedback Phase – The reviews and feedback are necessary for the deployed system. The reviews and feedback are needed for the system to be changed and updated if there are problems met while it is deployed. These reviews will be taken and changes and updates to the system will be made. The cycle continues if the system needs to be designed, developed, tested, and deployed again until the requirements are met and the client is satisfied.

Launch Phase – Once the requirements are met and the client is satisfied with the system, the cycle can end and the system will launch for implementation.



4.2 Technical Feasibility

The Student Affairs System is a web-based software solution for the PLM to use. The main technologies and tools associated with the project are:

PHP (Hypertext Preprocessor) - Popular open-source server-side programming language is PHP. In web development, it is mostly used to construct dynamic and interactive web pages. HTML is created by PHP programs running on the server and transmitted to the client's browser.

Tailwind CSS - With the low-level utility classes provided by Tailwind CSS's utility-first CSS framework, you can build designs right into your HTML. It's incredibly adaptable methodology expedites development and simplifies the style process. Because of its versatility and ease of use, it is especially popular.

Alpine.js - A simple framework for writing JavaScript actions in your HTML is called Alpine.js. It's a lightweight option for front-end development because it allows you to add functionality and interactivity to your web pages using straightforward inline JavaScript characteristics.

Livewire - For the Laravel PHP web application framework, Livewire is a full-stack framework. It allows developers to construct dynamic web apps with minimal JavaScript by leveraging Blade templates and PHP to generate interactive components.



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MySQL - For organizing and archiving structured data, one of the most popular open-source relational database management systems (RDBMS) is MySQL. For online applications, its scalability, speed, and durability make it a popular choice.

Blade File - The Laravel PHP framework makes use of the Blade templating engine. An HTML page with Blade template directives within is called a Blade file. Laravel apps use blade files to generate dynamic data rendering and reusable templates.

Visual Studio Code - Microsoft created Visual Studio Code (VS Code), an open-source, free source code editor. Developers utilize it extensively for code editing and development in a variety of programming languages. VS Code offers a dependable, lightweight environment that accommodates a large number of customization extensions.

XAMPP (or MariaDB) - An open-source, free cross-platform web server solution stack is called XAMPP. It consists of the web server Apache, PHP, Perl, MySQL (or MariaDB), and the relational database management system. XAMPP is frequently used for testing and developing local websites. MariaDB is an open-source relational database management system that has features and compatibility comparable to MySQL. The backend architecture for web applications and database administration are provided by XAMPP and MariaDB together.

The tools and technology required for creating the SAS can be easily obtained by anyone, along with the necessary technical expertise. While the SAS operates independently, it will eventually be incorporated into the university's ERP system.



4.3 Operational Feasibility

There are three perspectives for the system which are the students, student officers from organizations, and the OSDS staff. The main feature of the system however is for the student officers and the OSDS staff only where the request for activities and both the submission of accreditation or re-accreditation are the cause of making this system. The two primary users of the system are connected to each other. The organizations are responsible for submitting the necessary documents required to get their activity or accreditation to be approved by the OSDS. As mentioned before, the OSDS is for approval only, meaning their system consists of tables and lists of pending activities where they will review the request before clicking a button for approval or rejection. To keep track of the approved and rejected requests, a separate tab is provided for history and archive purposes.

On the student officer side, they can upload the necessary documents needed on their system where there are submission forms that they will fill up. The submission forms also have the upload file system for their required documents and this will be stored to the database until an OSDS staff approves their submitted form. Status updates and archiving of requests are also present in the system. The student officers can know the status of each request with the tables and list provided, where there is a section in the table called status and it has four statuses which are: Pending (not viewed), Viewed, Approved, or Rejected.

The system developed is for approving requests from the OSDS more efficiently so the organizations can be updated more quickly. With training, the different functions of the system will be introduced to the student officers and the OSDS staff. Both parties will be



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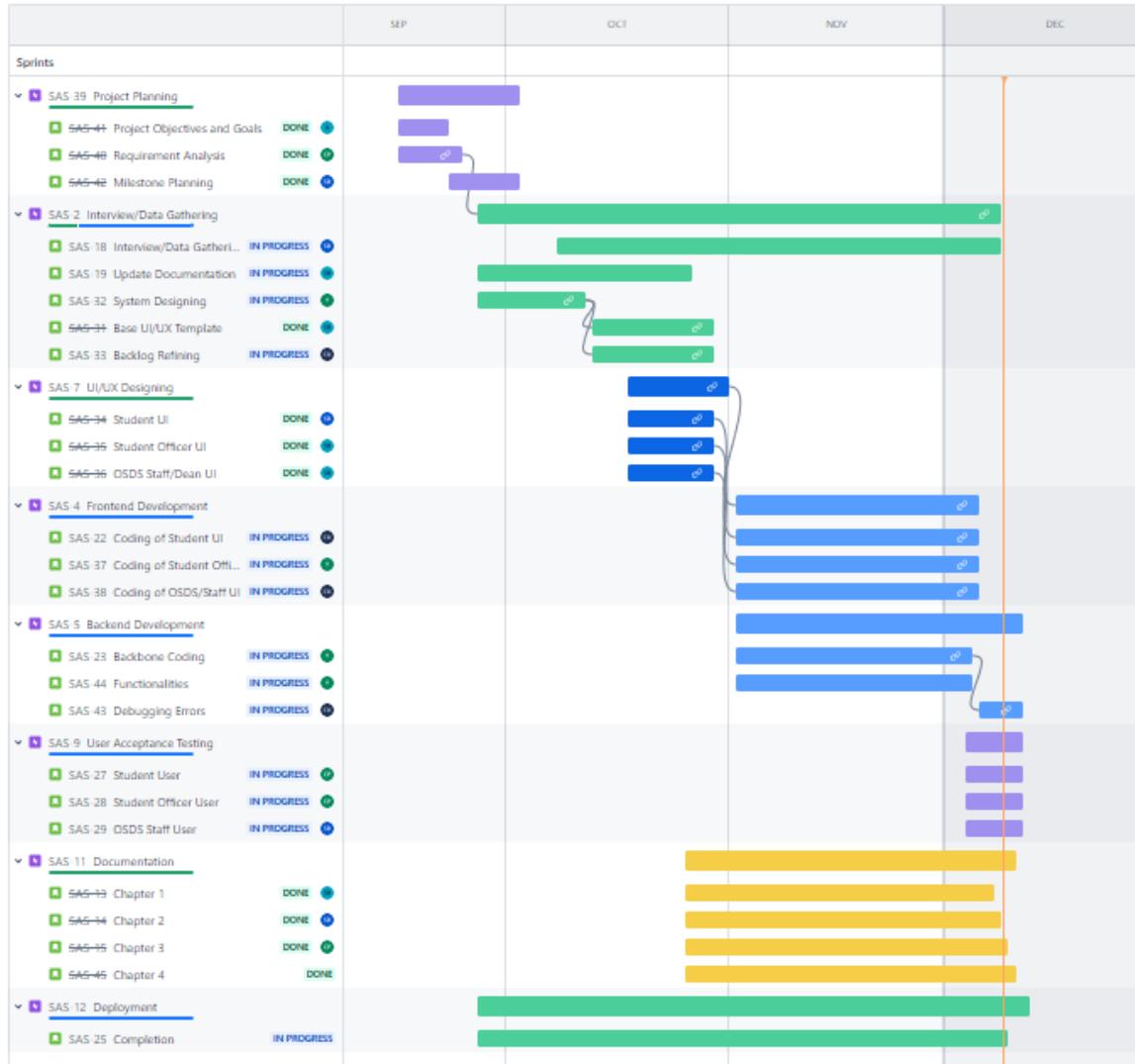
introduced to the system's process with the different functionalities and capabilities that the system can do. The student officers' training will be on the use of the different submission forms from the system in which they can submit their accreditation and requests for activities with ease while also providing information and guidance on how the lists and tables work for status update and archiving. The OSDS staff training however will be the same but it will include more information since they are new to the system created and the handling of the database. The proposed training here is via orientation and presentation with the help of visual aids and the system to be demoed.



4.4 Schedule Feasibility

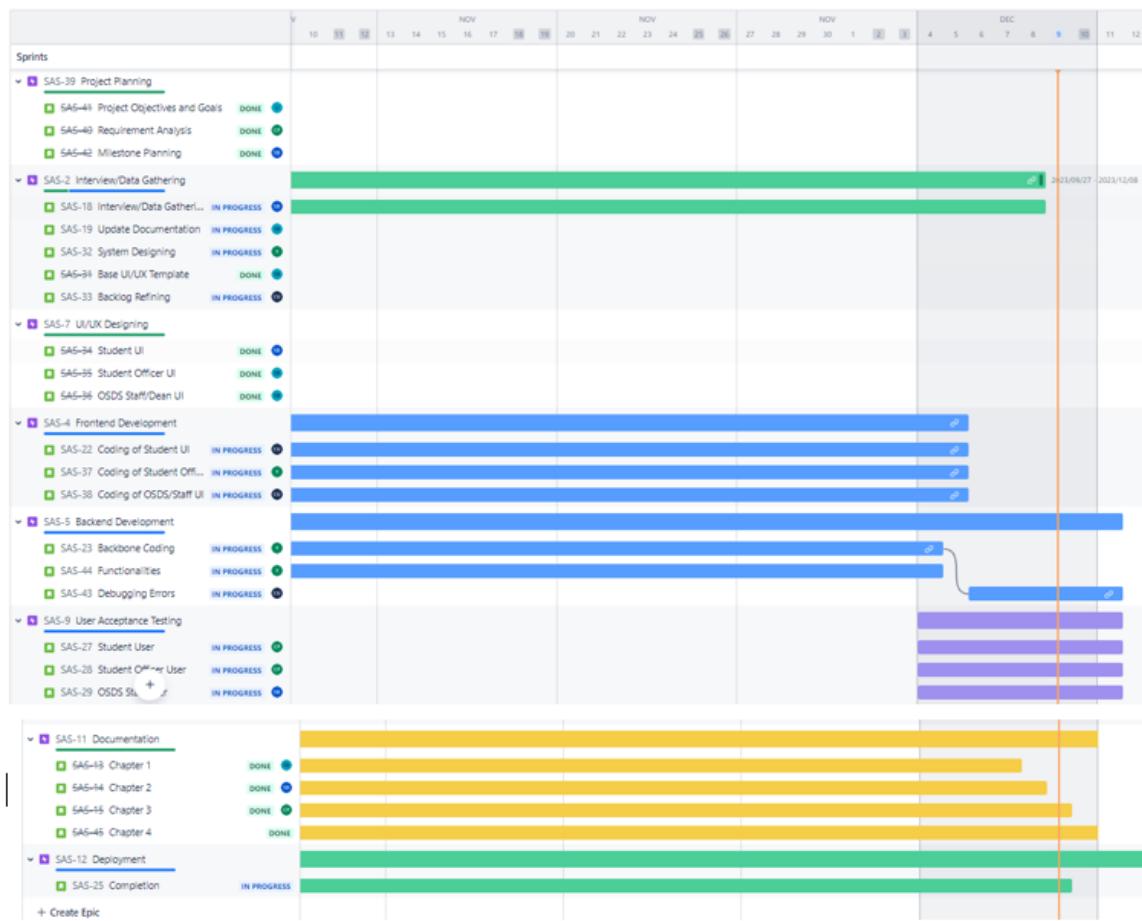
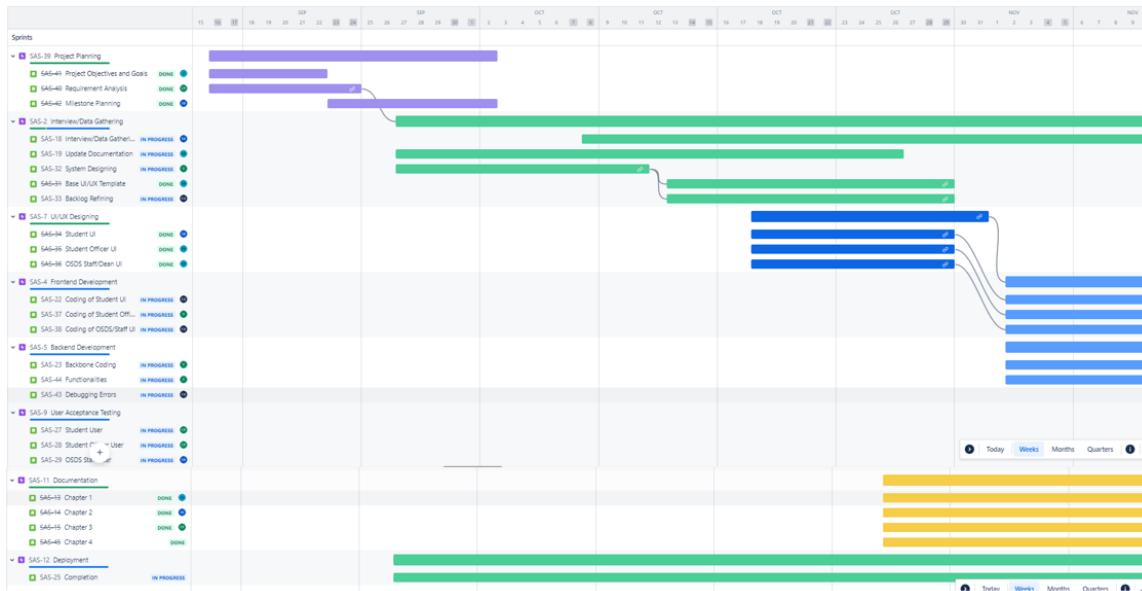
Figure 4.2

Gantt Chart





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4.5 Economic Feasibility

Cost Benefit Analysis



4.6 User Interface Design

Figure 4.3.1

Student Home Page

The screenshot shows the Student Home Page of Pamantasan ng Lungsod ng Maynila. On the left is a dark blue sidebar with a user profile (Jun Kazama, PLM Student), navigation links (Home, Calendar of Activities, PLM Organizations), and a Logout button. The main content area features a banner with the university's name and a building image. Below the banner are sections for 'Featured Announcements' (with a title, description, and 'LEARN MORE' button), 'Latest Update' (with a thumbnail and 'Learn More' button), and 'Upcoming Event' (with a thumbnail and 'Learn More' button).

Figure 4.3.2

Calendar of Activities (All modules)

The screenshot shows the 'Calendar of Activities' page. It has a similar sidebar to the home page. The main area displays a banner and a detailed calendar for January 2024. The calendar shows days from Sunday to Saturday, with January 2 highlighted as the 2nd. To the left of the calendar, there is a list of activities for January 2, 2024, each with a thumbnail, title, and time range (e.g., 9:30am - 11:30am).



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Figure 4.3.3

PLM Organizations (All Modules)

The screenshot shows the 'PLM Organizations' section of the PLM website. On the left, a sidebar displays the user profile 'Jun Kazama PLM Student' and navigation links for Home, Calendar of Activities, PLM Organizations (which is highlighted), and Accreditation. On the right, a grid of eight organization names is shown in two rows of four. Each organization entry includes a small user icon and a 'Logout' button at the bottom.

Figure 4.3.4

Student Officer Home Page

The screenshot shows the 'Welcome to Student Organizations & Activities' page for the student officer. The left sidebar shows the user profile 'Agapito Lantad PLM Student Officer' and links for Home, Calendar of Activities, PLM Organizations (highlighted), Request for Activity, Accreditation, and Status. The main content area features a banner with the text 'Welcome to Student Organizations & Activities'. Below it is a 'Featured Announcements' section with a title, a snippet of text, and a 'LEARN MORE' button. Further down are sections for 'Latest Update' and 'Upcoming Event', each with a thumbnail image, a title, a snippet of text, and a 'Learn More' button.



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Figure 4.3.5

Request for Activity Page

The screenshot shows the 'Request for Activity' page. At the top left is the university's logo and name. A sidebar on the left lists navigation options: Home, Calendar of Activities, PLM Organizations, Request for Activity (which is highlighted in green), Accreditation, Status, and Logout. The main content area has a banner with a building image. Below it, the title 'Request for Activity' is displayed above a form. The form has a section for 'Organization Name' with a blue 'Back' button. Under 'Request for:' there are two yellow buttons: 'Activity for Off-Campus' (Request for Off-Campus Activities) and 'Activity for In-Campus' (Request for In-Campus Activities). A search bar is at the top right.

Figure 4.3.6

Request for Activity Form

The screenshot shows the 'In-Campus Activity Form' page. The sidebar and header are identical to Figure 4.3.5. The main content area shows the 'In-Campus Activity Form' with fields for 'In-Campus Activity No.' (with a placeholder 'Choose File'), 'Prepared By' (with a placeholder 'Choose File'), 'Organization Name' (with a blue 'Back' button), 'For*' (with a placeholder 'Choose File'), 'Completed Staff Works (CSW)*' (with a placeholder 'Choose File'), 'Through*', 'Subject*', and 'Date*'. At the bottom right are 'Submit Form' and 'Cancel' buttons.



Figure 4.3.7

Accreditation Page - Accredited

The screenshot shows the 'Accreditation' page of the Pamantasan ng Lungsod ng Maynila (PLM) website. The left sidebar is blue and includes links for Home, Calendar of Activities, PLM Organizations, Request for Activity, Accreditation (which is highlighted in blue), and Status. The main content area has a header 'Accreditation' with a search bar. Below it is a section titled 'Organization Name'. Underneath is a large green box stating 'Accreditation Status: ACCREDITED'. This box contains two buttons: 'Accreditation' (Accredit Organization) and 'Re-accreditation' (Re-accredit Organization). The background features a photograph of a building.

Figure 4.3.8

Accreditation Page - Not Accredited

The screenshot shows the 'Accreditation' page of the Pamantasan ng Lungsod ng Maynila (PLM) website, similar to Figure 4.3.7. The left sidebar is blue and includes links for Home, Calendar of Activities, PLM Organizations, Request for Activity, Accreditation (which is highlighted in blue), and Status. The main content area has a header 'Accreditation' with a search bar. Below it is a section titled 'Organization Name'. Underneath is a large red box stating 'Accreditation Status: NOT ACCREDITED'. This box contains two buttons: 'Accreditation' (Accredit Organization) and 'Re-accreditation' (Re-accredit Organization). The background features a photograph of a building.



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Figure 4.3.9

Accreditation Page - Need for Re-accreditation

The screenshot shows the 'Accreditation' page of the Pamantasan ng Lungsod ng Maynila website. The left sidebar has a blue background with white icons and text: Home, Calendar of Activities, PLM Organizations, Request for Activity, Accreditation (which is highlighted in blue), and Status. Below these are Log in and Logout buttons. The main content area has a white background. At the top, it says 'Organization Name'. Below that, a large banner displays 'Accreditation Status: NEED FOR RE-ACCREDITATION' in bold blue text. Underneath the banner are two yellow rectangular buttons: 'Accreditation' (Accredit Organization) and 'Re-accreditation' (Re-accredit Organization). A search bar is located at the top right.

Figure 4.3.10

Accreditation Form

The screenshot shows the 'Accreditation Form' page of the Pamantasan ng Lungsod ng Maynila website. The left sidebar is identical to Figure 4.3.9. The main content area has a white background. It starts with a breadcrumb navigation: Accreditation > Accreditation Form. Below that is a section titled 'Accreditation Form' with several input fields: 'Accreditation Number*', 'Request for Accreditation*' (with a file upload button), 'Constitution and By-Laws of the Organization*' (with a file upload button), 'Proof of Acceptance*' (with a file upload button), 'Calendar of Projects*' (with a file upload button), 'Certification of Grades*' (with a file upload button), and 'Student Enrollment of Records (SER)*' (with a file upload button). To the right of these fields is a section labeled 'Organization Name' with a blue square icon. At the bottom right are 'Submit Form' and 'Cancel' buttons.



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Figure 4.3.11

Status (Student Officer)

The screenshot shows a web interface for managing student officer status. On the left, a sidebar menu includes Home, Calendar of Activities, PLM Organizations, Request for Activity, Accreditation, and Status (which is highlighted). The main content area is titled "Status - Pending Request". It displays a table of pending accreditation requests with columns for Date, Organization Name, Type, Submitted by, and Status. Each row contains a "View Request" link. The table has 14 rows of data. At the bottom right of the table are three small navigation buttons labeled 1, 2, and 3.

Figure 4.3.12

View Request - Accreditation - Approved

The screenshot shows a detailed view of an approved accreditation request. The top navigation bar includes the university logo, a search bar, and a "Status" button. The main content area is titled "Status - Pending Request" and shows a "View Request" button with an "Approved" status indicator. Below this, there are two sections: "Accreditation Details" and "Files Submitted". The "Accreditation Details" section contains fields for Date Submitted (12/31/2024), Organization Name (Organization Name), Type (Re-accreditation), Submitted by (Name), and Re-Accreditation No. (Number). The "Files Submitted" section lists four files: "Request for Accreditation" (text.pdf), "Proof of Acceptance" (text.pdf), "Certification and By-Laws of the Organization" (text.pdf), and "Student Enrollment Records" (text.pdf). To the right, there is a "List of Members and Officers" table with columns for Name and Role, showing ten entries. At the bottom left is a "Logout" button.



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Figure 4.3.13

View Request - Activity - Rejected

The screenshot shows a user interface for managing requests. On the left, a sidebar menu includes Home, Calendar of Activities, PLM Organizations, Request for Activity, Accreditation, and Status. The Status option is highlighted. The main content area displays a "Status - Pending Request" page titled "View Request". A red button labeled "Rejected" is visible. The "Activity Details" section contains fields for Date Submitted (12/31/2024), Organization Name, Type (Activity - Off-Campus), Submitted by, Off-Campus Act. No., For Name, Through Name, Subject, Date of Activity, and Prepared By. To the right, a "Files Submitted" section shows a file named "text.pdf" under "Completed Staff Works (CSWI)". A search bar at the top right says "Search here...".

Figure 4.3.14

View Request - Accreditation - Viewed

The screenshot shows a user interface for managing requests. On the left, a sidebar menu includes Home, Calendar of Activities, PLM Organizations, Request for Activity, Accreditation, and Status. The Status option is highlighted. The main content area displays a "Status - Pending Request" page titled "View Request". A grey button labeled "Viewed" is visible. The "Accreditation Details" section contains fields for Date Submitted (12/31/2024), Organization Name, Type (Re-accreditation), Submitted by, Re-Accreditation No., For Name, Through Name, Subject, Date of Activity, and Prepared By. To the right, a "Files Submitted" section shows files: "text.pdf" (Condition and By-Laws of the Organization), "text.pdf" (Certification of Grades), "text.pdf" (Student Enrollment Records), and "text.pdf" (Calendar of Projects). Below these files is a "List of Members and Officers" table with 15 rows, each containing a Name and Role column. A search bar at the top right says "Search here...".



Figure 4.3.15

View Request - Activity - Pending

The screenshot shows a web interface for managing activity requests. On the left, a sidebar menu includes links for Agapito Lantad PLM Student Officer, Home, Calendar of Activities, PLM Organizations, Request for Activity, Accreditation, and Status. The main content area has a header 'Status - Pending Request'. Below it, a 'View Request' section displays 'Activity Details' such as Date Submitted (12/31/2024), Organization Name, Type (Activity - Off-Campus), Submitted by, Off-Campus Act. No., For Name, Through Name, Subject, Date of Activity, and Prepared By. To the right, a 'Files Submitted' section shows a completed staff work file named 'text.pdf'. A search bar at the top right contains the placeholder 'Search here....'.

Figure 4.3.16

OSDS Staff Home Page

The screenshot shows the homepage for the Student Organizations & Activities (OSDS). The left sidebar features a profile picture of Agapito Junmar Ustis Sr., links for Home, Calendar of Activities, PLM Organizations, Requests, Status, and Edit Announcements, and a Logout button. The main content area has a banner 'Welcome to Student Organizations & Activities' with a background image of a building. Below it is a 'Featured Announcements' section with a title 'about description' and a 'LEARN MORE' button. Further down are sections for 'Latest Update' and 'Upcoming Event', each featuring a blue square icon, a title, and a 'Learn More' button. A search bar is located at the top right.



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Figure 4.3.17

Requests - Activities

The screenshot shows a web-based application interface for managing requests. On the left, a sidebar menu includes links for Home, Calendar of Activities, PLM Organizations, Requests (which is highlighted in blue), Status, Edit Announcements, and Logout. The main content area has a header "Requests for Activities/Accreditation/Re-accreditation". Below the header is a table with columns: Date, Organization Name, Type, Submitted by, and Status. The table contains 15 rows, each representing a request submitted on December 31, 2024. At the bottom right of the table are three small navigation buttons labeled 1, 2, and 3.

Figure 4.3.18

Requests - Activities - View Request

The screenshot shows a detailed view of a specific request. The left sidebar is identical to Figure 4.3.18. The main content area has a header "View Request" with a back button. It displays "Activity Details" for a request submitted on December 31, 2024. The details include: Organization Name (Completed Staff Works (CSW)), Type (Activity - Off-Campus), Submitted by (Name), Date of Activity (Name), Off-Campus Act. No. (Number), and Prepared By (Name). To the right, there is a section titled "Files Submitted" showing a thumbnail of a PDF file named "text.pdf". At the bottom right are two buttons: a green "Approve" button with a checkmark icon and a red "Reject" button with a cross icon.



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Figure 4.3.19

Requests - Accreditation/Re-accreditation

The screenshot shows a web interface for managing requests. On the left, a sidebar menu includes Home, Calendar of Activities, PLM Organizations, Requests (which is selected and highlighted in blue), Status, Edit Announcements, and Logout. The main content area has a header "Requests for Activities/Accreditation/Re-accreditation". Below it is a table titled "Activities" and "Accreditation/Re-accreditation". The table columns are Date, Organization Name, Type, Submitted by, and Status. The status column contains entries like "Pending", "Viewed", and "Text". A "Sort By:" dropdown menu allows sorting by Month, Date, Year, or a search bar. At the bottom of the table are three small navigation buttons.

Figure 4.3.20

Requests - Accreditation/Re-accreditation - View Request

This screenshot shows the "View Request" page for a specific accreditation application. The left sidebar is identical to Figure 4.3.19. The main content area has a header "Requests for Activities/Accreditation/Re-accreditation" and a "Back" button. The "View Request" section contains an "Accreditation Details" box with fields for Date Submitted (12/31/2024), Organization Name (Organization Name), Type (Re-accreditation), Submitted by (Name), and Re-Accreditation No. (Number). To the right are sections for "Files Submitted" and "List of Members and Officers". The "Files Submitted" section shows four files: "text.pdf" (Condition and By-Laws of the Organization), "text.pdf" (Proof of Acceptance), "text.pdf" (Certification of Grades), and "text.pdf" (Student Enrollment Records, Calendar of Projects). The "List of Members and Officers" section displays a table with 12 rows, each containing a Name and Role. At the bottom right are "Approve" and "Reject" buttons.



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Figure 4.3.21

Status (OSDS Staff)

The screenshot shows a web interface for managing accreditation requests. On the left sidebar, there are links for Home, Calendar of Activities, PLM Organizations, Requests, Status (which is highlighted), and Edit Announcements. Below these is a Logout button. The main content area has a header "Status - Pending Request". Underneath is a table titled "Activities Accreditation/Re-accreditation". The table has columns for Date, Organization Name, Type, Submitted by, and Status. Each row contains a "View Request" link. The table includes sorting options for Date, Status, Month, Date, Year, and a search bar at the top right. At the bottom of the table are navigation buttons for page 1, 2, and 3.

Figure 4.3.22

Status - View Request - Approved

This screenshot shows a detailed view of an approved accreditation request. The left sidebar is identical to Figure 4.3.21. The main content area has a header "Status - Pending Request" with a "Back" button. Below is a "View Request" section with a green "Approved" status indicator. The "Accreditation Details" box contains fields for Date Submitted (12/31/2024), Organization Name (Organization Name), Type (Re-accreditation), Submitted by (Name), and Re-Accreditation No. (Number). To the right are two columns of "Files Submitted": "Request for Accreditation" (text.pdf) and "Proof of Acceptance" (text.pdf). Further down are "Condition and By-Laws of the Organization" (text.pdf), "Certification of Grades" (text.pdf), "Student Enrollment Records" (text.pdf), and "Calendar of Projects" (text.pdf). On the far right is a "List of Members and Officers" table with columns for Name and Role, containing 12 entries. A "Logout" button is at the bottom left.



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Figure 4.3.23

Status - View Request - Rejected

The screenshot shows a user profile icon and the text "PAMANTASAN NG LUNGSOD NG MAYNILA UNIVERSITY OF THE CITY OF MANILA". A search bar with the placeholder "Search here..." is at the top right. On the left, a sidebar menu includes "Home", "Calendar of Activities", "PLM Organizations", "Requests" (which is highlighted in blue), "Status", and "Edit Announcements". Below the sidebar is a "Logout" button. The main content area has a header "Status - Pending Request" with a "Rejected" button. It displays "View Request" details: Date Submitted (12/31/2024), For Name, Organization Name, Through Name, Type (Activity - Off-Campus), Subject Name, Submitted by Name, Date of Activity Name, Off-Campus Act. No. Number, and Prepared By Name. A "Files Submitted" section shows a file named "Completed Staff Works (CSWI) text.pdf".

Figure 4.3.24

Edit Announcements

The screenshot shows a user profile icon and the text "PAMANTASAN NG LUNGSOD NG MAYNILA UNIVERSITY OF THE CITY OF MANILA". A search bar with the placeholder "Search here..." is at the top right. On the left, a sidebar menu includes "Home", "Calendar of Activities", "PLM Organizations", "Requests", "Status", and "Edit Announcements" (which is highlighted in blue). Below the sidebar is a "Logout" button. The main content area has a header "Edit Announcements". It features a "Featured Announcements" section with a "Title" and "about description" button, and a "Latest Update" and "Upcoming Event" section with similar components. Navigation arrows are present between the featured announcements.



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Figure 4.3.25

Edit Announcements - Edit Featured Announcements

The screenshot shows the 'Edit Announcements' interface. On the left is a sidebar with links: Home, Calendar of Activities, PLM Organizations, Requests, Status, and a highlighted 'Edit Announcements' link. The main area has a header 'Edit Announcements' and a sub-header 'Edit Featured Announcements'. It displays four 'Featured Announcement' boxes. Each box contains a title field ('about description'), an 'Update' button, and a 'Delete Current Announcement' button. Below these is a 'Create Featured Announcement' button with a plus sign icon.

Figure 4.3.26

Edit Announcements - Update Featured Announcements

The screenshot shows the 'Edit Featured Announcement 1' page. The sidebar and header are identical to Figure 4.3.25. The main content is titled 'Edit Featured Announcement 1'. It includes fields for 'Title*' (with a required asterisk), 'Description*', 'Link*', and an 'Upload Image*' section with a file input field. At the bottom are 'Save Changes' and 'Cancel' buttons.



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Figure 4.3.27

Edit Announcements - Edit Latest Update

The screenshot shows the 'Edit Announcements - Edit Latest Update' page. On the left is a sidebar with links: Home, Calendar of Activities, PLM Organizations, Requests, Status, and a checked 'Edit Announcements' button. The main area has a title 'Edit Latest Update' and fields for 'Title*', 'Description*', 'Link*', and 'Upload Image*' (with a 'Choose File' button). At the bottom are buttons for 'Save Changes', 'Delete Current Latest Update', and 'Cancel'.

Figure 4.3.28

Edit Announcements - Edit Upcoming Event

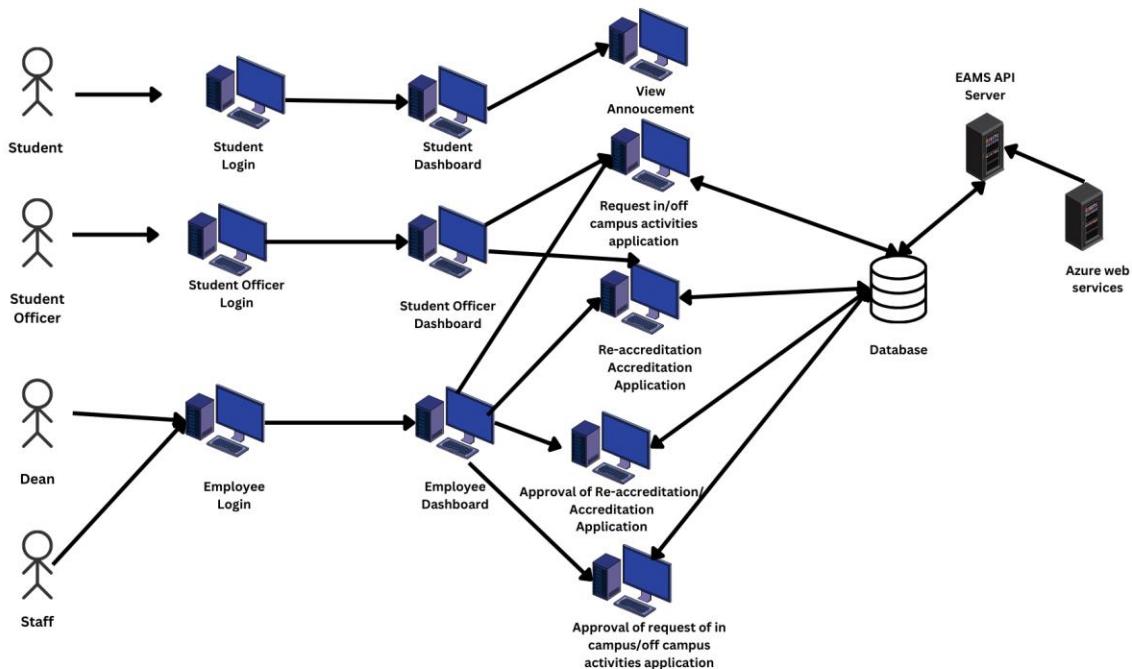
The screenshot shows the 'Edit Announcements - Edit Upcoming Event' page. The sidebar and layout are identical to Figure 4.3.27, showing the 'Edit Announcements' button as checked. The main area has a title 'Edit Upcoming Event' and fields for 'Title*', 'Description*', 'Link*', and 'Upload Image*' (with a 'Choose File' button). At the bottom are buttons for 'Save Changes', 'Delete Current Upcoming Event', and 'Cancel'.



4.7 System Architecture

Figure 4.4

Current System Architecture

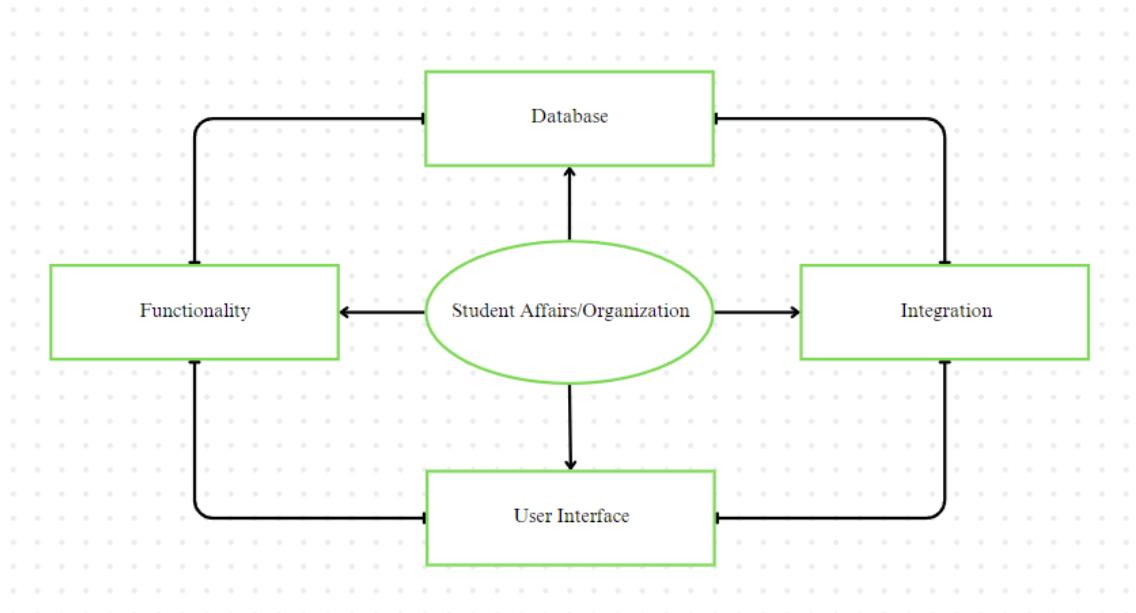




4.8 Software Architecture

Figure 4.5

Current Software Architecture





4.9 Test Plan

Table 4.1

Test Plan

Test Plan				
Functional Test Plan				
Testing Type	Participants	Methodology	Planned Date	Status
Unit Testing	Developers and Testers	Every working module and every functional unit of the system will be tested by the developers.	December 6, 2023 – May 22, 2024	NF
Integration Testing	Developers and Testers	Every functional unit will be assembled, arranged, and tested by the developers as needed.	December 6, 2023 – May 22, 2024	NF
Regression Testing	Testers	Run additional tests again to ensure they remain adaptable after small tweaks.	January 11 – February 28, 2024	NF



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End-to-End Testing	Quality Assurance Tester	The assurance that data flow is maintained across all user tasks and procedures and that the system operates as expected.	January 11 – February 28, 2024	NF
User Acceptance Testing	Quality Assurance Tester	This validates the testing that the intended audience conducted at the end of the development cycle.	March 2 – June 2, 2024	NF



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Non – Functional Test Plan				
Testing Type	Participants	Methodology	Planned Date	Status
Reliability Testing	Quality Assurance Tester	Analyze how long the system can continue to perform its intended operations without experiencing unexpected faults or breakdowns.	January 11 – February 28, 2024	NF
Performance Testing	Quality Assurance Tester	After the system's fundamental operations are confirmed, the accuracy and stability of the system are assessed.	January 11 – February 28, 2024	NF
Load Testing	Quality Assurance Tester	This is to determine how much pressure the system can handle. More users can access the system at once if it has a higher loading capacity	January 11 – May 29, 2024	NF



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Scalability Testing	Quality Assurance Tester	This is to determine how well it handles more users and tasks.	January 11 – May 29, 2024	NF
Compliance Testing	Quality Assurance Tester	To see if the system complies with laws, regulations, and policies, such as the General Data Protection Regulation (GDPR), which safeguards user confidentiality.	January 11 – May 29, 2024	NF



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APPENDICES

APPENDIX A

Transcript of Interview

Office of the Student Development Services

Interviewee: Ms. Vilma A. Dela Cruz – Dean of Office of the Student Development Services

1st Interview:

No, kasi samin, wala kaming system for student activities/organizations. Manually ang pagpasa ng mga estudyante sa amin. By submitting documents na need namin from them. For example, kapag nagpapa-accredit sila sa amin need talaga nilang magpasa ng mga necessary documents. Meron rin yung sa pag-request nila ng activity sa amin ay need nila kumuha ng book slip which is nandon sa GSO (Gymnasium and Services Offices) sila kukuha dahil mag-papalista muna sila doon sa malaking papel then magpapasa samin ng CWS na sila mismo ang gumagawa.

Sean Dyogi (Interviewer) - *So basically po gusto ninyo pong mapadali ito by having a system na magcocomputerized ng mga hinihingi po no like yung sa pagpapasa po nila instead of manually passing documents po sa inyo dito mas maganda po talaga na nakafile type na pwede ninyong makita agad diba po?*

Ms. Dela Cruz (Interviewee) - *Yes, ganon kasi mapapadali lahat since marami silang organization dito sa PLM so tambak na rin ng mga papers dito kaya minsan ang hirap ring tingnan lahat. Ang gusto ko rin sana is magkaroon yung system ng calendar of activities kung saan makikita yung mga upcoming na events. Tapos gusto ko rin yung may announcements, updates, and news about the school or orgs.*

Sean Dyogi (Interviewer) - *May vision na po kasi kami sa system so gumawa na agad po kami ng design draft kung saan makikita mga possible na bagay na pwedeng ilagay like*



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yung updates and such po. We're open for changes naman po for your satisfaction rin po syempre.

Ms. Dela Cruz (Interviewee) - *Ayan sakto naman na yan and mukhang maganda naman as long as magawa ninyo yan edi mapapadali rin ang trabaho naming dito sa office kaya pagbutihan ninyo yan.*

Tristan Patao (Interviewer) - *So, Ma'am, can I ask paano po yung proseso nyo po ng pag-aacredit at pag re-accredit ng mga organizations? Hindi po ba iisang stuff lang yan when it comes to office stuff po?*

Ms. Dela Cruz (Interviewee) - *Basically, we have two ways of uhm, admitting possible organizations who wants to join the new academic yer. So, bali, ang mangyayari is sa accreditting, Kailangan namin ng cws yung mga hininging information like yung binigay ko sa inyo at naipakita. That's what's important.*

Tristan Patao (Interviewer) - *Pano naman po mam yung isang part? Let's say may existing na organization po sa PLM? Ano po ng process neto? Para po ah, let's say ma notice ulit sila next academic year.*

Ms. Dela Cruz (Interviewee) - *When it comes to this, we have an easier process, dahil ang proseso ay parang parehas lang din sa accreditation. The thing is, we have to recognize the specific organization during a specific time of the year. This is for a specific day of a year. So, ang ibig kong sabihin ay dapat maipasa nila lahat ng mga hinching requirements para mapabilang sila sa recognition for re-accreditation.*

Tristan Patao (Interviewer) - *Okay, po mam, so ibig sabihin nyo po ba is parang? Once po na accredit na organization is subject for recognition nalang po ito? So, parang ang kailangan nila is parang mag mag-reregister po ulit sila tuwing bagong academic year? Ganun po ba?*



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Ms. Dela Cruz (Interviewee) - Yes, ganun na nga. Kailangan talaga yan, at yearly. Kasi kung hindi nila gagawin yan ay walang recognition ng organization, ibig sabihin hindi na nag eexist yung organization na yun during a specific academic year.

Tristan Patao (Interviewer) - Sige po mam, thank you po sa info na binigay ninyo para magkaroon kami ng idea sa Re-accreditation at accreditation. Lasty, question naman po, pano po yung part na pagrerequest po ng activity sa inyo?

Ms. Dela Cruz (Interviewee) - About that, medyo, complicated na tong part na'to. What I can offer you is ganito, balik kayo this coming Friday for us to schedule a new meeting. So, basically ang gagawin ko is ibibigay ko yung flowchart kung paano tumatakbo yung way of requesting activity sa inyo at para hindi na kayo mahirapan. Kasi yung current na nandito sa akin ay hindi updated.

Tristan Patao (Interviewer) - Ay, sige po mam. pero po sana pwede po ba kami makakuha ng kahit konting details?

Ms. Dela Cruz (Interviewee) - Gaya nga ng sabi ko sa inyo, ipeprepare ko muna yung flowchart and once na prepared na yung request for activity, mas madaling i-explain sa inyo. Wag kayo mag-alalala during that time I will try to entertain all your question.

Tristan Patao (Interviewer) - Sige po mam, thank you for your time and participating in our research paper. Sorry po ilit sa abala and sorry po kanina sa nangyari. It will not happen again.

Ms. Dela Cruz (Interviewee) - Sige, you don't have to be aggressive when dealing with your clients, okay? You just have to stay calm. Good luck sa paggawa ng system ninyo!



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2nd Interview:

Tristan Patao (Interviewer) - *Good morning po mam! So, andito na naman po kami para manggingi po ilit ng mga bagong information.*

Ms. Dela Cruz (Interviewee) - *Good morning din sa inyo. Heto yung na prepare ko na sinasabi ko sa inyong flowchart. (Hands the flowchart to us)*

Tristan Patao (Interviewer) Sean Dyogi (Interviewer) (*Examining the flowchart she just gave*)

Tristan Patao (Interviewer) *Oh, okay po mam. Nagegets ko na yung sinasabi nyo nung nakaraan about sa re-accreditation at accreditation mas naging mas malinaw na po sa akin ang proseso. Medyo mahaba nga po ang proceso neto ano.*

Ms. Dela Cruz (Interviewee) - *Oo, mahaba talaga yan lalo na kapag nagkamali ang student officer sa pagpapasa ng mga paper works mas mahirap yan.*

Tristan Patao (Interviewer) *Can you please tell us po ma pano po yung proseso ng pagrerequest ng activity dito sa school?*

Ms. Dela Cruz (Interviewee) - *Okay, so bali sa pagrerequest ng school activity may dalawang proseso yan. Isang off campus activity eto yung mga sa labas ng campus at isang in campus activity which is gaganapin sa loob ng school grounds.*

Tristan Patao (Interviewer) - *So, paano po yung proseso nang pag rerequest ng activity sa in campus activity po?*

Ms. Dela Cruz (Interviewee) - *Ang proseso neto is based dyan sa binigay ko, kelangan magpasa ng mga CSW yung mga need na papeles para sa activity. So, once na naapprove ng professor or adviser ng isang club, ang mangyayari dyan is bababa na yan sa OSDS hanggang makabalik sa kanila. Medyo mahirap yung proseso neto kasi may after activity*



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feedback pa kaming hinihingi. Ang ibig sabihin nyan is kailangan namin ng post activity. Para eto yung nagsisilbing anong kinalabasan ng activity ng mismong school.

Tristan Patao (Interviewer) - So, pano po nangyayari dun sa post activity?

Ms. Dela Cruz (Interviewee) - To be precise, ang nangyayari dyan is kailangan lang namin ng mga list of attendees, documentation, tapos kung ano mga nangyari during your event. Para we really say na you really did conducted an activity within the school grounds. Ganun lang siya kasimple

Sean Dyogi (Interviewer) - Ma'am paano naman po yung sa part na mag-rerequest ng off campus activity?

Ms. Dela Cruz (Interviewee) - Dito naman medyo similar lang sila dito. Ang pinagkaiba lang dito talaga is yung venue. Which is eto, sa labas lang ng school grounds. The thing dito is dapat incharge lahat yung student officer and organization sa safety ng mga participants.

Sean Dyogi (Interviewer) - Ah okay po, so bali wala talagang difference ano po?

Ms. Dela Cruz (Interviewee) - Yes, that's correct.

Tristan Patao (Interviewer) - Thank you po ma'am that sums up all our interview process. Thank you so much po for your time and effort para sagutin lahat ang aming mga katanungan.

Ms. Dela Cruz (Interviewee) - No problem, basta ang gusto ko lang ay may magagamit na ang OSDS para mas mapadali ang trabaho namin sana magawa nyo nang maayos.



Interview Questions:

The following questions are intended to elicit details and information from the current process or system of activities/organizations handling of the college or department that shall assist in the development of the Student Activities/Organizations. This section of the questionnaire contains questions that are answerable by “Yes” or “No”. Optionally including additional input from the interviewee should the statement deem it appropriate?

1. Are you aware of an existing student activities/organization website for our school? If it exists, could you share your thoughts on what you'd like to improve or add to it? If not, please describe your requirements and what you envision for the website.

Yes, pero hindi na kasi sya up to date and luma na yun. Based naman sa sinabi niyo kanina mukhang okay na kung ganon ang ilalagay ninyo sa proposed ninyong system.

2. Have you visited other universities' student activities/organization websites that you find impressive or user-friendly? What features or aspects from those websites would you like to see on our website?

No.

3. Are there specific types of information or resources that you believe are essential to include on the website? What should be easily accessible to students and other visitors?

Yes, yung CWS and syempre yung mga documents napinapasa nil ana dapat kami lang ang nakakakita at hindi ang ibang students.

4. What are the current problems and challenges in managing student activities/organization?

Manually passing of requirements through physical copies of documents.



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5. Who are the primary users of the system, and what are their roles and responsibilities?

Students, Student Officers, OSDS Staff, and Dean.

6. What user interface and accessibility considerations are important?

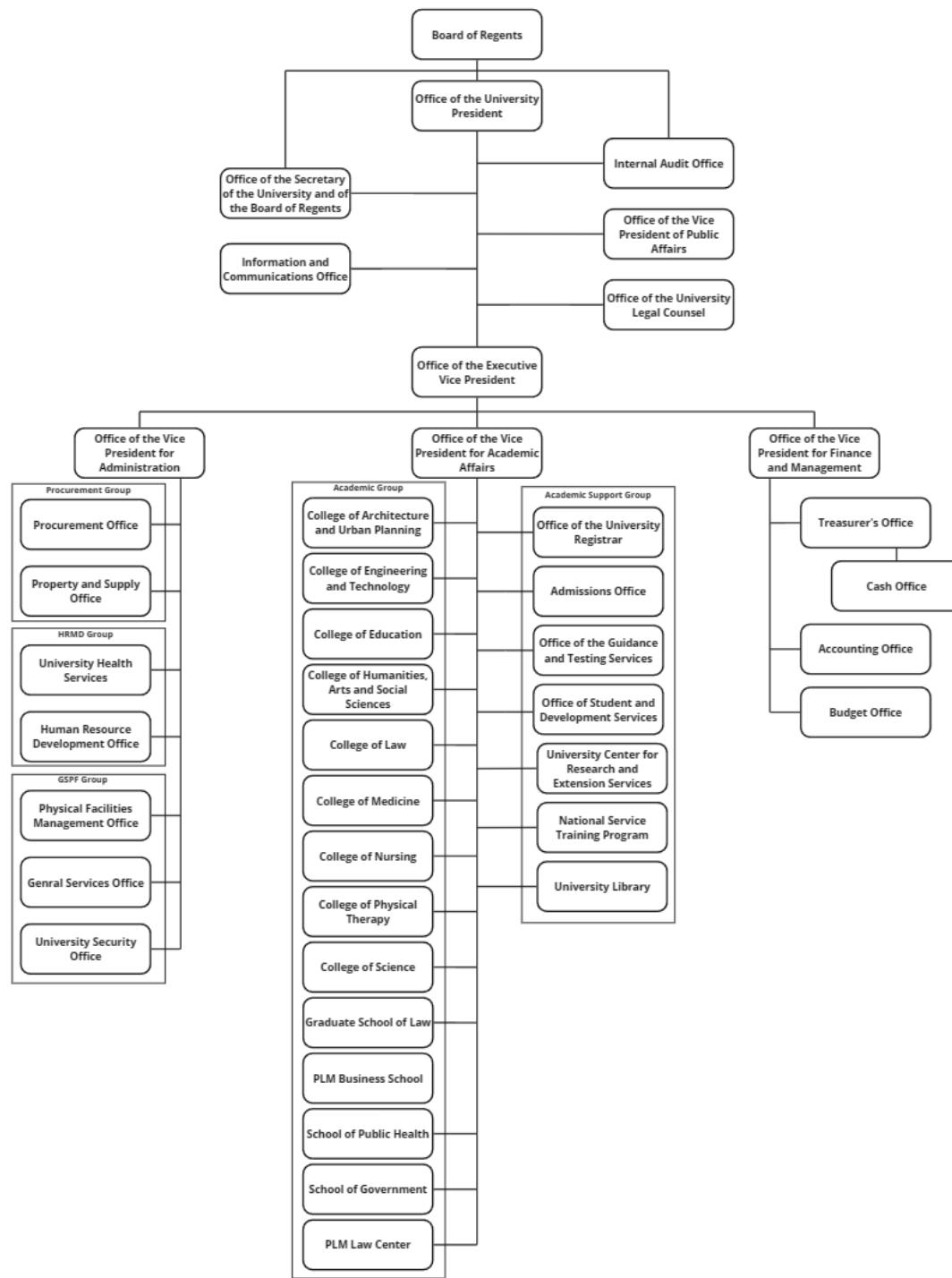
Yung calendar of activities talaga and yung pagpasa nila ng files through the system.



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APPENDIX B Organizational Chart





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APPENDIX C

Company's Acceptance Letter



PAMANTASAN NG LUNGSOD NG MAYNILA

(University of the City of Manila)
Intramuros, Manila



College of Engineering and Technology Computer Science Department

October 02, 2023

Vilma A. Dela Cruz

Dean, Office of Student Development and Services
Pamantasan ng Lungsod ng Maynila
Intramuros, Manila, 1002 Metro Manila

Dear Ma'am:

Mabuhay!

We, the 3- year Bachelor of Science in Computer Studies Major in Computer Science students of Pamantasan ng Lungsod ng Maynila, would like to ask your permission to allow us to conduct a study about the current system of your company, as a partial fulfillment of the requirements in the subject **SOFTWARE ENGINEERING** (CSC 0313).

The purpose of the study is to analyze the problems and needs that we may encounter in terms of growth, productivity, and technology. This will determine how people, methods and information advancement can be combined for the development of your company.

This would serve as the stepping-stone for us to enhance, through practice and implementation, what we have acquired in our university. We also believe that this project would be of great help through analyzing and creating solutions that will satisfy the needs of the present time in terms of data communication and data processing within your establishments.

In line with this, we would like to request for the following as an initial requirements:

- | | |
|-------------------------|---------------------------|
| 1. Company Profile | 4. Existing System Design |
| 2. Organizational Chart | 5. Sample Data |
| 3. Flow of Transactions | |

We hope for your favorable response regarding this matter. Thank you very much!

Respectfully yours,

Sean Timothy Archer M. Dyogi
Team Leader

Noted by:

Jonathan Morano
Adviser



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APPENDIX D Relevant Source Code



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APPENDIX E Turnitin Result



APPENDIX F Company Profile



The Office of Student Development and Services supervises the co- and extra-curricular activities of the students. It is also responsible for implementing student rules and regulations. The OSDS, likewise, handles other tasks such as management of scholarship programs, counseling, training and job placement.

Office Hours:

Monday	9:00 AM - 5:00 PM
Tuesday	9:00 AM - 5:00 PM
Wednesday	9:00 AM - 5:00 PM
Thursday	9:00 AM - 5:00 PM
Friday	9:00 AM - 5:00 PM
Saturday	CLOSED
Sunday	CLOSED

Contact Information:

Email - osds@plm.edu.ph

WhatsApp - (+63) 933 817 3923

Contact number - (+63) 933 817 3923



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Social Media Link:

<https://www.facebook.com/profile.php?id=100063945048970>

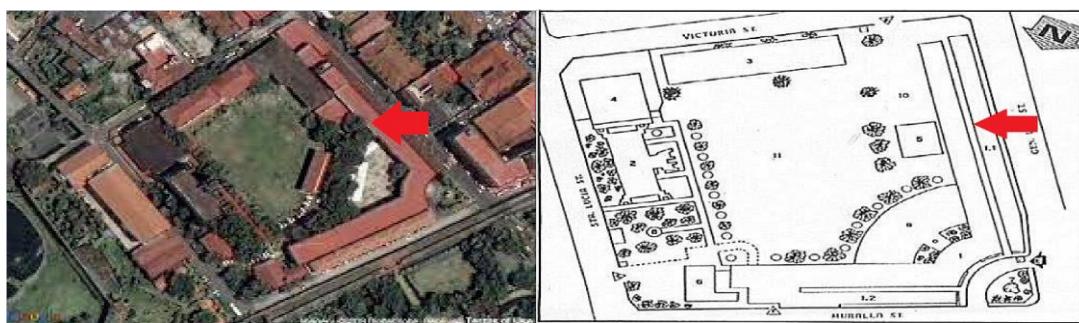
Office of Student Development and Services - PLM

1.6K likes • 1.8K followers

WhatsApp Message Like

Location:

Pamantasan ng Lungsod ng Maynila - Gusaling Corazon Aquino (GCA)





Pamantasan ng Lungsod ng Maynila

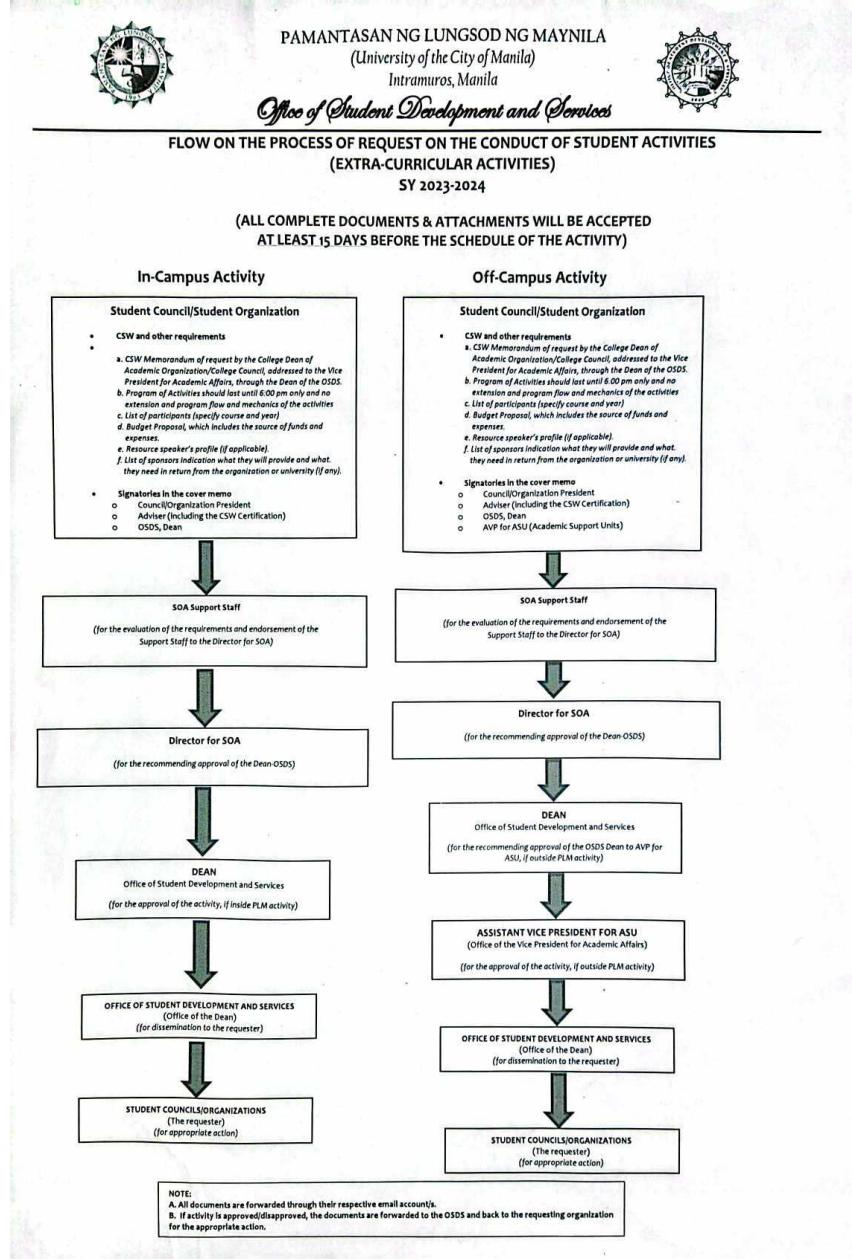


APPENDIX G

Sample Forms and Documents

Figure G.1

Flow on the Process of Request on the Conduct of Student Activities



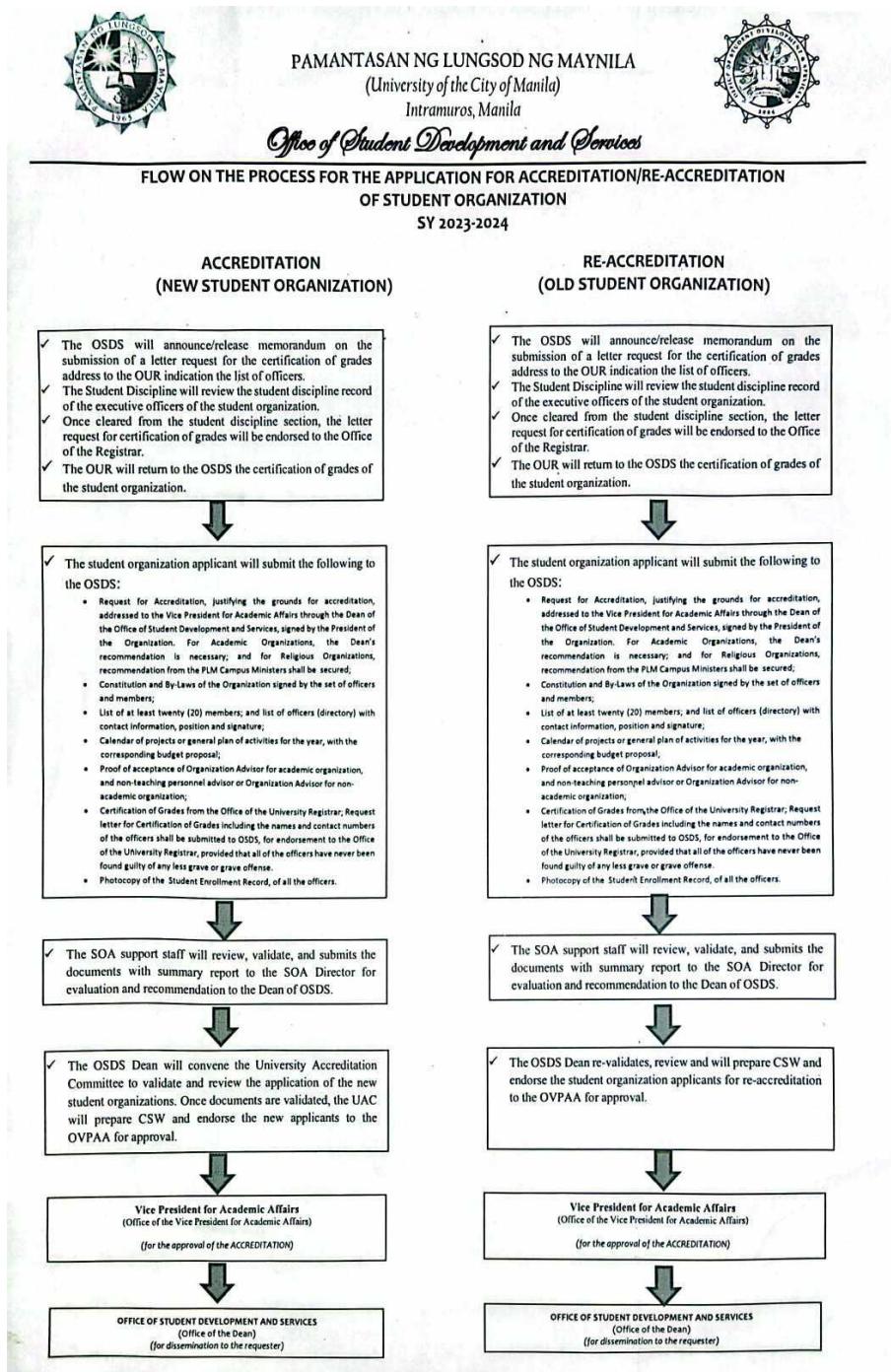


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Figure G.2

Flow on the Process for the Application for Accreditation/Re-accreditation of Student Organization





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Figure G.3

Policies and the Guidelines on the Conduct of Activities and other rules related to Student Organization/Council Activities



PAMANTASAN NG LUNGSOD NG MAYNILA
(University of the City of Manila)
Intramuros manila



Office of Student Development and Services

MEMORANDUM No.
OSDS_SOA_2023-0707-01

TO Student Councils (SSC and CSCs)
 Student Organizations
 Faculty Advisers

THROUGH : College Deans

SUBJECT : Policies and the Guidelines on the Conduct of Activities and
 other rules related to Student Organization/Council Activities

DATE July 7, 2023

In the interest of the student service, and to streamline the process of requesting for the approval of student activities, this Office (OSDS) enjoins the student councils and student organizations to ensure that prior to the submission of their request to their official adviser/s for the latter's endorsement, they shall have read, followed, and complied with the following:

1. The implementation of programs and projects of student organizations shall be a **shared responsibility among student organizations**, their respective **Advisers**, and **Deans**, to achieve specific constructive objectives, subject to the overall coordination of the Office of the Student Development and Services.
2. All related student organization/council activities should be **coordinated with the Office of Student Development and Services**.
3. By the authority of the University President, the **Assistant Vice President for Academic Support Units**, through the Dean of the Office of Student Development and Services shall have the authority to approve/disapprove the conduct of **outside academic related programs and activities**, whereas, the **OSDS Dean** have the authority to approve/disapprove the conduct of **inside academic related programs and activities** of the student councils and student organizations.
4. For proper monitoring, regulating, and processing of requests to hold student organization/council activities, the **OSDS – SOA section shall only accept activity requests between 7:00 am and 4:00 pm, from Monday to Friday only**.
5. Student-requester will compile all the requirements with corresponding file name as indicated (ex. **SSC_Activity#1_Date of the Activity_Title of the Activity**). The requirements are as follows:
 - a. **Completed Staff Work (CSW) Memorandum** of request addressed to the **AVPASU** through the **Dean-OSDS** for outside activities, however for inside activities the request is addressed to the **OSDS Dean**, endorsed by the:



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- i. Adviser and College Dean of Academic Organization and College Student Council
 - ii. Adviser of Non-Academic Organization and Supreme Student Council
 - b. Program of Activities should be conducted from Mondays to Sundays (for online) and Mondays to Fridays (for onsite) from 8:30am to 7:00pm only and no extension is allowed. Include the ingress and egress in the program flow.
 - c. List of participants (specify course and year and student #)
 - d. List of guest/s (if applicable, provide contact details and the purpose of attending)
 - e. Budget Proposal which includes the source of funds and expenses.
 - f. Resource speaker's profile (if applicable).
 - g. Excuse letter (for affected classes of participants)
 - h. List of at least three (3) sponsors indicating what will provide in terms of amount/items (if applicable) and what they request in return from the organization/council or university (if any).
 - i. Waiver with original signatures and photocopy of parent's ID//Guardians should present affidavit of guardianship in case they will sign for consent.
 - j. Accomplished facility form (if applicable).
 - k. Letter addressed to the VPA for the entry of visitors, equipment, vehicles, and the like.
6. Secure Facility Form from the Gymnasium and Services Office (GSO) for the availability of the venue. Consider number of participants in requesting venue for efficient allocation of resources.
 7. The activities of private enterprises (sponsors) shall be limited to product sampling only unless selling is approved by the approving authority.
 8. Sponsors that will make use of electricity should arrange payment consumption thereof, with the PFMO and the University Cashier's Office.
 9. The requester will compile all the requirements and put an "ear-tag" to every attachment of the CSW. Then submit to the Office of Student Development and Services – Student Organization and Activities (SOA) Section with a Document Tracking System (DTS).
 10. All requests for activities must be submitted to the OSDS at least 15 working days before the actual schedule of the activity. This is to give the offices concerned lead time to process and peruse the requests prior to approval/disapproval.
 11. The SOA support staff will record, check, and forward requests with the attachments to the Director of Student Organization and Activities. The SOA Director will review and evaluate the request and if documents are in order, this will be forwarded to the OSDS Dean or the AVP for ASU for approval.
 12. The request to conduct an outreach program/activity shall acquire an endorsement from the Center for University Extension Services (CUES) before forwarding the CSW to OSDS.
 13. All councils/accredited organizations will be informed in case the documents submitted need corrections/clarifications.



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14. After evaluating the proposed activity, the approved/disapproved request will be sending back to the concern student councils/organizations.
15. For purposes of conducting activities according to the organization's purpose, the following are hereby reiterated:
 - a. *Academic Students Organizations shall conduct projects or activities that are academic in nature.*
 - b. *Non- Academic Organizations shall conduct projects or activities that are non-academic in nature.*
 - c. *Religious Student Organizations shall conduct projects or activities that are religious in nature.*
16. For **solicitation activities**, student councils and student organizations shall submit a report that includes the breakdown of the total amount or items solicited and the company details such as the company name, company address, and contact person to the OSDS **fifteen (15) working days after the solicitation**.
17. Student requester with activities that requires entry of visitors, equipment, vehicles, and the like, shall submit a Completed Staff Work (CSW) addressed to the Vice President for Administration (VPA) for approval.
18. The conduct of **on-site activity** during the **semester break, mid-year break, Christmas-break, non-working holidays, suspension of classes is discouraged**.
19. The council/organization **advisers and OSDS personnel will monitor and supervise the** conduct of the approved activities throughout the event/activity.
20. Authorized signatories in the Completed Staff Work of request are indicated the CSW Template available at the OSDS.
Note: The recommendation section of the CSW together with the signatories must be on one page only.
21. Checklist of requirements must be arranged in order (*checklist must be attached to the submitted documents:*
 - DTS
 - CSW Cover Memo
 - Budget Proposal
 - Program Flow
 - Mechanics of the activity
 - Speaker's Profile
 - List of Guests
 - List of Participants
 - Excuse letter
 - List of Sponsors
 - Waivers
 - Other specific requirements



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22. For the approved activities, please submit the following **5 days after the conduct of activity:**
- Post Activity Evaluation (PAE)
 - Financial Statement (FS)
 - Accomplishment Report (AR)
 - Attendance of participants during the activities
23. Conduct for another activity will not be permitted if item # 22 is not observed.
24. a. Student Council/Organization with **Unqualified Audit opinion - Cleared** shall continue to operate and conduct activities for the next school year.
b. Student Council/Organizations with **Qualified Audit opinion - Cleared** shall continue to operate and conduct activities for the next academic year.
c. Student Organizations with **Adverse Audit opinion – Not Cleared** shall automatically revoke their re-accreditation for the next academic year.
d. Student Councils with **Adverse Audit opinion – Not Cleared** shall be prohibited from conducting any activities for the 1st semester of the academic year.
25. Student organizations that do not actively perform during the school year and non-compliance with all requirements shall not be recommended for re-accreditation for the next school year.
26. Student organizations that have not been accredited for two consecutive years can apply for accreditation the following school year provided the organization maintained good standing.
27. Student organizations/councils who fail to join/attend activities or meetings for the 2nd time without valid reason/s maybe ground for revocation of authority or a ground for disqualification for re-accreditation for the next school year.

The guidelines and mechanics set out above shall be used as a basis for the processing of the requested student activities. All Student Councils and Student Organizations are advised to abide by the guidelines, process, policies, rules and regulations.

For your guidance and strict compliance.


Prof. VILMA A. DELACRUZ
Acting Dean-OSDS

Noted by:


DR. KHATALYN E. MATA
Assistant Vice President for Academic Support


Prof. LALAINA A. ISIP
Vice President for Academic Affairs



Pamantasan ng Lungsod ng Maynila



Figure G.4.1

Onsite Activity Form

PAMANTASAN NG LUNGSOD NG MAYNILA
(University of the City of Manila)
Intramuros, Manila

FOR ONSITE ACTIVITY

Memorandum No. (*Control No. of the CSH*)

FOR : Prof. VILMA A. DELA CRUZ
Acting Dean, OSDS

SUBJECT : *(Title of the activity)*

DATE : *(Date when the CSH was prepared)*

ACTION REQUESTED
The Acting Dean, OSDS approval of the proposed *(Title of the event, date and time and venue/location/platforms)*

REFERENCES (*Indicate all possible references*)

BACKGROUND

ANALYSIS

RECOMMENDATION
The undersigned submits to the Acting Dean, OSDS for her approval *(Title of the event, date and time/venue/platforms, please take note that this section should be placed in one page together with the signatories)*

Name of Organization _____
The _____ agrees to comply with the conditions applicable to the requested activity, which are stipulated in Memorandum No. OSDS_2023_07-07_01.

Prepared by:

I hereby certify that I have subjected the abovementioned proposal or recommendations to "Completed Staff Work" through the OSDS, in full and strict compliance with Pamantasan Administrative Order No. 35-GPP, s. 2016.

Recommending approval:

Adviser

Dean

Approved	Disapproved	Date: _____
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Prof. VILMA A. DELA CRUZ
Acting Dean- OSDS



Pamantasan ng Lungsod ng Maynila



Figure G.4.2
Outside Activity Form



PAMANTASAN NG LUNGSOD NG MAYNILA
(University of the City of Manila)
Intramuros, Manila

FOR OUTSIDE ACTIVITY

Memorandum No. (*Control No. of the CSW*)

FOR : Dr. KHATALYN E. MATA
Assistant Vice President for Academic Support Units

THROUGH : OSDS

SUBJECT : (*Title of the activity*)

DATE : (*Date when the CSW was prepared*)

ACTION REQUESTED
The Assistant VP for Academic Academic Support Units approval of the proposed (*Title of the event, date and time and venue/location/platforms*)

REFERENCES (*Indicate all possible references*)

BACKGROUND

ANALYSIS

RECOMMENDATION
The undersigned submits to the Assistant VP for Academic Academic Support Units for her approval
(*Title of the event, date and time/venue/platforms. please take note that this section should be placed in one page together with the signatories*)

Name of Organization
The _____ agrees to comply with the conditions applicable to the requested activity, which are stipulated in Memorandum No. OSDS_2023_07-07_01.

Prepared by:

I hereby certify that I have subjected the abovementioned proposal or recommendations to "Completed Staff Work" through the OSDS, in full and strict compliance with Pamantasan Administrative Order No. 35-GPP, s. 2016.

Recommending approval:

Adviser

Dean

Prof. VILMA A. DELA CRUZ
Acting Dean- OSDS

Approved _____ Disapproved _____ Date: _____

Dr. KHATALYN E. MATA
Assistant VP for Academic Support Units



Pamantasan ng Lungsod ng Maynila



Figure G.4.3

Letter to Engr. Karen L. Leyson - Vice President for Administration

 **PAMANTASAN NG LUNGSOD NG MAYNILA**
(University of the City of Manila)
Intramuros, Manila
Office of Student Development and Services 

FOR : **ENGR. KAREN L. LEYSON**
Vice President for Administration

SUBJECT :

DATE :

(body of the letter)

Council/Organization

Endorsed by:

Adviser

Dean

PROF. VILMA A. DELA CRUZ,
Acting Dean, OSDS

Approved/Disapproved:
ENGR. KAREN L. LEYSON <i>Vice President for Administration</i>



Pamantasan ng Lungsod ng Maynila



APPENDIX H

Software Acceptance Checklist



Pamantasan ng Lungsod ng Maynila



APPENDIX I

Evaluation Instrument Survey Form