Harmonization of Admission and Registration Policies among State Universities and Colleges in Central Luzon, Philippines

Emily N. Girpo
College of Public Administration and Governance, Tarlac State University, Tarlac City, Tarlac
Corresponding Author e-mail: *engirpo@gmail.com*

Abstract

Aim: The present study looked into the harmonization of admission and registration policies among state universities and colleges and delved to see the similarities, differences, complications, strategies, and the potential outcomes of such endeavors. It examined different university guidelines on admission and registration, comparative analyses, and best practices from diverse educational systems which aims to shed light on the complexities of harmonization and offer insights for policymakers, administrators, and researchers working towards a more unified and equitable higher education landscape.

Methodology: To achieve the main goal of the study, the researcher used the quantitative comparative research design. The descriptive comparative study aimed to describe and compare the harmonization of policies in admission and registration based on 29 policies. The study was conducted among state universities and colleges in Central Luzon, Philippines. There was a total of 105 respondents who work in admission and registration participated in this survey as respondents.

Results: The study reveals that harmonizing admission and registration policies across state universities and colleges (SUCs) can bring significant benefits to both institutions and students. The most frequently cited benefit is increased accessibility for students, with 86.67% of respondents identifying it as a significant advantage. Streamlining processes and enhancing quality assurance are also major benefits. Better coordination between institutions and facilitating student transfer are also important benefits.

Conclusion: Understanding the harmonized admission and registration policies of SUCs can help improve the efficiency and effectiveness of public service delivery by streamlining processes and removing bureaucratic barriers. This can be accomplished by implementing a uniform admission system and standardized registration procedures. These solutions can significantly reduce administrative expenses, save time for both students and faculty, and boost overall satisfaction.

Keywords: *Harmonization, Admission, Registration, SUCs, Policies*

INTRODUCTION

"Admission and registration offices are the gateways to knowledge and opportunity, serving as the foundational steps towards empowering individuals and shaping the future of our society through higher education." The admission and registration policies create big impact to the sustainability of the educational procedures (Nogie, 2022). It is therefore HEIs look into the harmonization to standardized policies and procedures that will enhance students' mobility and accessibility to education.

On the other hand, harmonization is the process of aligning or standardizing rules, procedures, or practices across different systems, organizations, or sectors to create consistency and improve collaboration. It involves reducing differences, resolving conflicts, and integrating diverse approaches to achieve a more coherent and efficient framework. This can be applied to various areas, such as policies, regulations, technologies, or standards which aims to simplify processes, reduce redundancy, and enhance compatibility ultimately promoting smoother interactions and greater overall effectiveness (Kumar, 2021).

In the Philippine setting, the harmonization of admission and registration policies among state universities and colleges (SUCs) is a significant and complex endeavor within the realm of higher education management. As

institutions of higher learning play a fundamental role in shaping the future of individuals and the society, streamlining admission and registration processes across SUCs becomes essential in fostering consistency, transparency, and equitable access to education. In the study of Alegado (2014), findings reveal that different stakeholders of the university embraced the government's directive (to ease the doing of business) as a welcome change and as an effective catalyst to further improve its commitment to public service.

SUCs can create a level the playing field for all prospective students to be given the same requirements and processes, enabling them to navigate the application process with clarity and ease. Moreover, this can promote fairness by preventing undue advantage to certain applicants due to variations in requirements or evaluation methods. This is emphasized in the study of Bechir (2020), that higher education admission policies and procedures are vital in selecting students who will be enrolled and prepare them for their future roles in the society.

The benefits of harmonization extend beyond the student body. SUCs stand to gain from improved administrative efficiency, resource optimization, and data management. Streamlined policies can facilitate better resource allocation, allowing institutions to allocate their time and energy to enhancing academic quality and student support services rather than navigating divergent administrative procedures. In the study of Capili (2015), a harmonized interoperability framework ensures that online data exchange across government agencies are usable, and systems and applications used by agencies follow certain standard. This should include the criteria and processes which determine high priority datasets, standard file formats for different types of datasets, and mandatory processes for sorting data and organization across implanting agencies.

Admission requirements are the standards used by colleges to select students for enrollment. These criteria can vary significantly depending on the institution's objective and selectivity level (Sackett et al., 2021). To ensure equal access to education and shape student demographics, higher education institutions must standardize their entrance and registration procedures. Common admission standards include a high school GPA, SAT/ACT scores, and extracurricular activities. However, there is a diversity in admission requirements, and students may face challenges when transferring between institutions with varying criteria (Allensworth, 2019).

Holistic admissions consider factors beyond academics, such as extracurricular activities, community service, and personal statements. This approach can help assess applicants' creativity, leadership skills, and social engagement, qualities that traditional academic metrics may overlook (Sulphey et al., 2018). Admission requirements in State Universities and Colleges (SUCs) in Central Luzon can be harmonized to streamline processes, promote student mobility, and foster inclusivity. Balancing academic qualifications and College Admission Test scores is crucial for determining student admission, aligning with the research's focus on harmonizing registration and admission policies across SUCs in Central Luzon (Delos Angeles, 2020).

University admission requirements can impact education delivery and access for underrepresented groups. Institutions aim to balance merit-based selection with policies that promote access to marginalized groups. High school GPAs are often used in admission decisions, with the belief that a high school student with a high GPA will excel in college. State universities and colleges (SUCs) aim to provide comprehensive education and promote social mobility, aligning their admission rules with national education systems. Online registration systems have been implemented to streamline the process and reduce manual errors (Kadek et al., 2023). However, challenges such as limited internet access, inadequate online presence, and gaps in technology skills among administrators highlight the need for improved technology effectiveness. The digital gap, particularly for Filipino students studying in rural areas, is a significant issue. By combining inclusive policy measures with technology, the digital divide can be closed, ensuring equitable opportunities for admission and registration for students from rural and urban areas. The implementation of the Universal Access to Quality Tertiary Education Act in the Philippines has significantly impacted the registration process (Gumede, 2018).

In this context, the present study looked into the harmonization of admission and registration policies among state universities and colleges and delved to see the similarities, differences, complications, strategies, and the potential outcomes of such endeavors. It examined different university guidelines on admission and registration, comparative analyses, and best practices from diverse educational systems which aims to shed light on the complexities of harmonization and offer insights for policymakers, administrators, and researchers working towards a more unified and equitable higher education landscape.

Statement of the Problem

The study analyzed the possibility of harmonization of the admission and registration policies among state universities and colleges in Central Luzon, Philippines. Specifically, the study sought to answer the following questions:

Thank you for embracing the culture of research with us!

1. How is the implementation of policies in admission and registration among state universities and colleges in Central Luzon, Philippines be described and compared along areas of:
   1.1 Admission Requirements
   1.2 Admission Policies
   1.3 Special Admission Policies for Marginalized Sectors
   1.4 Student Registration
   1.5 Specific Registration periods for New and Transferee Students
   1.6 Student Validation/Accreditation
   1.7 Policies for Subjects to be Accredited taken from other Institutions for Transferee
       Students
   1.8 Student Attendance
   1.9 Examinations
   1.10 Types of Examinations
   1.11 Grading system
   1.12 Policies as to the Removal of Incomplete "INC" Grade
   1.13 Retention Policies
   1.14 Academic Scholarship
   1.15 Specific Policies for Academic Scholarships
   1.16 Transfer Credentials Requirements
   1.17 Policies on granting Transfer Credentials to Student who wish to Transfer to other
        HEIs
   1.18 School Fees
   1.19 Policies in Paying School Fees for Student under OPT to PAY or for Students Paying
        other Fees
   1.20 Issuance of University Identification Card
   1.21 Tutorial Classes
   1.22 Student Residency
   1.23 Rectification of Student Grades
   1.24 Graduation Requirements
   1.25 Graduation Policies
   1.26 Graduation with Honors
   1.27 Academic Costumes
   1.28 Recognition, and Graduation Program
   1.29 Issuance of Transcript of Records
2. What are the challenges and benefits foreseen on the harmonization of admission and registration policies among state universities and colleges in Central Luzon, Philippines?
3. What policies can be proposed to harmonize the admission and registration among state universities and colleges in Central Luzon, Philippines?
4. What are the implications of the study to Public Administration?

METHODS

Research Design

A comparative descriptive design is used to evaluate any differences between and among the variables being studies. Descriptive comparative design cannot establish links, linkages, or even cause and effect, etc. (Polit and Beck, 2017). Thus, the researcher gathered information and assessed gathered data. Comparative descriptive design is intended to search for similarities and variances between and among the variables being studied (Mill, 2008).

To achieve the main goal of the study, the researchers used the quantitative comparative research design. The descriptive comparative study aimed to describe and compare the harmonization of policies in admission and registration based on Admission Requirements, Admission Policies, Special Admission Policies for Marginalized Sectors, Student Registration, Specific Registration periods for New and Transferee Students, Validation /Accreditation, Student Attendance and related matters, Policies for Subjects to be Accredited taken from other Institutions to Transferee Students, Student Attendance, Examinations, Types of Examinations, Grading system, Policies as to the Removal of Incomplete "INC." Grade, Retention Policies, Academic Scholarship, Specific Policies for Academic Scholarships,

Thank you for embracing the culture of research with us!

Transfer Credentials Requirements, Policies on Granting Transfer Credentials to Student who wish to Transfer to other HEIs, School Fees, Policies in Paying School Fees for Student under OPT to Pay or for Students Paying other Fees, Issuance of University Identification Card, Tutorial Classes, Student Residency, Rectification of Student Grades, Graduation Requirements, Graduation Policies, Graduation with Honors, Academic Costumes, Recognition, and Graduation Program, and Issuance of Transcript of Records.

Population and Sampling

The study was conducted among state universities and colleges in Central Luzon, Philippines. In carrying out this research, the admission and registration office personnel are the best fitted person in providing the most useful and essential information in comparing the harmonization of admission and registration policies among state universities and colleges in Central Luzon, Philippines. The respondents include admission and registration personnel among SUCs in Central Luzon, Philippines from School Year 2024-2025.

There was a total of 105 respondents who work in admission and registration participated in this survey as respondents. Three (3) were admissions and registration director, four (4) were university/college registrar, twelve (12) were admissions and registration staff, twenty-two (22) were admission staff, sixty (60) were registration staff, one (1) was a college admission officer, one (1) was university admission and testing center director, one (1) was an admission and orientation services director, and one (1) was an admissions, counselling and testing director.

Instrument

The survey questionnaire was utilized as a direct way of data collection in this study. The researcher crafted a survey questionnaire to collect the necessary data. The questionnaire was developed based on the areas of admission and registration policies found on the SOPs. The basis of these areas are provisions in the student handbook of the participating state universities and colleges. The questionnaire was answered using checklist that sought to discuss the different aspects and procedures of admission and registration through the use of google form. The questionnaire was presented to the statistician and adviser for their comments and suggestions. The comments of the colleagues in the office were also sought.

Data Collection

Questionnaires are provided to the admission and registration personnel among SUCs in Central Luzon, Philippines by sending these to the respective SUCs President and the personnel of admission and registration office. This was distributed through the use of google forms that was sent through the official emails of the participating SUCs. Selected face to face visitation was also conducted. Follow ups were made through the head of the respective SUCs and also through the help of acquaintances.

Additionally, the researcher also conducted interviews to some SUCs. In fact, the researcher visited one SUC to personally ask the University Registrar and Admission Director about the institution's policy. The researcher studied the current policies of the participating SUCs in Central Luzon, Philippines through the initial verification from the uploaded student's handbook of the SUCs which can be found on their university website and created a summary to compare each of the focus of the study. The responses from the questionnaire were then analyzed to verify consistency and later the responses were then compared. The comparative study aimed to create a harmonized admission and registration policies across the SUCs in Central Luzon, Philippines.

The researcher also conducted a documentary analysis on different student's handbooks uploaded on their university website, while the guidelines on the different areas of admission and registration were compared to see the similarities and differences among the policies of the participating SUCs.

Data Analysis

In analyzing the research data for the harmonization of admission and registration policies among state universities and colleges in Central Luzon, the researcher used frequencies and percentages because it offered a clear and concise way to quantify and interpret the responses from participants. Frequencies provide the raw count of how often a certain responses or variables appear, which helps in identifying patterns or common trends within the data. Percentages, on the other hand, standardize counts into relative terms allowing for easier comparison across different groups or categories regardless of the sample size. This approach is particularly useful in understanding the distribution of responses, such as the prevalence of specific fees or concerns among students, which enables a more meaningful interpretation of the data. By using both frequencies and percentages, the analysis effectively communicates the

*Thank you for embracing
the culture of research
with us!*

significance of various factors in the harmonization process, offering insights that can guide recommendations for policy improvements.

In the process, the researcher analyzed how SUCs were represented in each response. This enabled the research to objectively compare the policies, requirements, and guidelines as to harmonization. All of these were presented on various tables.

Ethical Consideration

As stated in section 8 of the Data Privacy Act of 2012, the importance of maintaining the confidentiality of personal information was emphasized. The researcher made sure that the identity and response of the participants will remain confidential and mainly used for research purposes only. The researcher ensured that the respondents have been sufficiently brief and are aware of the study's objectives. The respondents were given the freedom to choose whether to state their names and personal information during the data gathering procedure. Moreover, the principle of benefaction was used to guide the study, while aiming to maximize the benefits while minimizing harm. Fair and unbiased treatment of all participants regardless of demographic factors is essential to uphold justice in research.

RESULTS AND DISCUSSIONS

Implementation of Policies in Admission and Registration

The following section presents the harmonization and registration among state universities and colleges in Central Luzon, Philippines.

Table 1
Admission Requirements

For Freshmen Students	f	%	No. of SUCs	% of the Total SUCs
Report Card Form 138 (Original)	73	69.52	7	100%
Authenticated PSA Birth Certificate (Photocopy)	83	79.05	7	100%
Certificate of Good Moral Character (Original Copy)	83	79.05	7	100%
Medical Certificate	45	42.86	3	42.86%
2 pcs. 2x2 colored pictures with name tag	72	68.57	7	100%
Accomplished Application Form for College Enrollment (Original Copy)	71	67.62	7	100%
Long Brown Envelope	56	53.33	5	71.43%
College Admission Evaluation Result (e.g., CAT, CET)	44	41.90	4	57.43%
1 pc. Self-Stamped Mailing Envelope	16	15.24	1	14.29%
Machine Copy of Authenticated PSA Marriage Certificate for female married students	51	48.57	5	71.43%
Interview	38	36.19	4	57.43%
Passport size picture	11	10.48	1	14.29%
Grade 11 Card	11	10.48	1	14.29%
Barangay Residency	24	22.86	1	14.29%
1 pc. 2x2 picture without name tag	24	22.86	1	14.29%
Parent's Tax Exemption Certificate or Income Tax Return	10	9.52	1	14.29%
For Transferees Students	**f**	**%**	**No. of SUCs**	**% of the Total SUCs**
Application Form for Admission of Transferees	72	68.57	7	100%
Transfer Credentials / Honorable Dismissal	83	79.05	7	100%
Transcript of Records (TOR) duly signed or Copy of Grades for evaluation	83	79.05	7	100%

Thank you for embracing the culture of research with us!

Certificate of Good Moral Character	83	79.05	7	100%
Psychological Test Result	26	24.76	2	28.57%
2x2 Colored Picture	72	68.57	7	100%
Authenticated PSA Birth Certificate (Photocopy)	83	79.05	7	100%
Health Examination/Medical Certificate	48	45.71	5	71.43%
1 pc. Self-Stamped Mailing Envelope	16	15.24	1	14.29%
Long Brown Envelope	56	53.33	5	71.43%
Machine Copy of Authenticated PSA Marriage Certificate for female married students	59	56.20	4	57.43%
Interview	56	53.33	5	71.43%
Passport size picture	11	10.48	1	14.29%
Parent's Tax Exemption Certificate or Income Tax Return	10	9.52	1	14.29%
Letter of intent from the student to be approved by the Dean of the chosen college	11	10.48	1	14.29%

Table 1, presents the admission requirements for freshmen and transferee students, along with their frequency (f) and percentage (%), of each document given by the respondents. The highest frequency is 83 representing 79.05% of the respondents is noted on the Authenticated PSA Birth Certificate as an admission requirement. This means that the respondents believed that authenticated PSA Birth Certificate is very important evidence for students' identification and verification of their correct name and other basic information. In fact, 100% or seven (7) SUCs agreed on its importance by indicating that this should be required from students entering the SUC. Another eighty-three (83) or 79.05% believed that Certificate of Good Moral character is an important document for admission. Similarly, seven (7) or all of the SUCs are requiring this from the students. There are seventy-two (72) or 68.57% of the respondents who recognized that two (2) pieces of 2x2 size colored picture with name tag is essential that will serve as visual identification of the students to make sure that record is properly recorded, identified, and correct. This photo will also be uploaded in their respective student portal. All or 100% of the SUCs agreed that requiring 2 x 2-size picture is essential as a requirement to both new and transferee students.

Also, seventy-one (71) or 67.62% agrees that accomplished application form for college enrollment is a requirement for admission because they believe that this would provide all the necessary information of the students that the university needs. While the most common admission requirements for transferee students reflected eighty-three (83) or 79.05% were transfer credentials / honorable dismissal, transcript of records and authenticated PSA birth certificate. On other hand, the lower percentages requirements were twenty-six (26) or 24.76% psychological test result and ten (10) or 9.52% were parent's tax exemption certificate or income tax return.

Analysis of the result that the majority of the specific documents such as birth certificates, good moral character certificates, and 2x2 size pictures are with high frequency requirements needs in both categories. On the other hand, documents like tax exemption certificates and interviews are needed less frequency.

Table 2
Admission Policies

For Freshmen Students	f	%	NO. of SUC	% of the Total SUCs
Students must have graduated from government and private-recognized secondary schools / K12 Education Program / Alternative Learning System Graduate / Senior High School graduates who have not yet enrolled in a bachelor's degree in any college/university/Non SHS graduates (old curriculum) who have not yet enrolled in bachelor's degree in any college/university.	83	79.05	7	100
Students must qualify in the University/ College Admission Test.	83	79.05	7	100

	f	%	NO. of SUC	% of the Total SUCs
Students must qualify in the average grade requirement set by the institution.	83	79.05	7	100
Students must qualify in the Physical, Health, and Psychological Examination.	61	65.71	6	85.71
For Transferees Students	**f**	**%**	**NO. of SUC**	**% of the Total SUCs**
Students must qualify in the prescribed university test/exam.	72	68.57	7	100
Students must qualify in the prescribed average grade requirement.	73	69.52	7	100
Students must qualify in the interview, if applicable.	83	79.05	7	100
Students must qualify in the Physical, Health, and Psychological Examination.	67	63.81	5	71.43
Student admission as a transferee is exclusively granted to students who have enrolled in a course leading to a degree program.	58	55.24	5	71.43
Student admission status will be probationary during the initial term of enrollment in the University.	67	63.81	5	71.43
Transfer students granted admission may be restricted from enrolling in certain subjects if the prerequisites for those subjects were completed elsewhere and have not yet been validated or repeated at the University.	52	49.52	5	71.43
Transfer students with prior failure may be considered for admission, but they will be subject to the university's policy on academic probation.	55	52.38	5	71.43
Submission of Official Transcript of Records is mandatory before admission for the subsequent semester.	66	62.86	6	85.71
Transferee students from equally performing SUC shall be admitted and treated as regular students in accordance with existing policies of the University.	65	61.90	5	71.43
Admission of transferee students is subject to availability of slot.	82	78.10	7	100
Certificate of Grade (COG)	24	22.85	1	14.29
GWA should not be lower than 2.0 and no grade of 5.0, min. off 33 units	11	10.48	1	14.29

Table 2 presents the admission policies for both freshmen and transferee students. Based on the tabulated data, majority of the respondents indicated that eighty-three (83) or 79.05% of freshmen admissions policies states that students must have graduated from government and private-recognized secondary schools / K12 Education Program / Alternative Learning System Graduate / Senior High School graduates who have not yet enrolled in a bachelor's degree in any college/university/Non-SHS graduates (old curriculum).

Also, the same frequency and percentage of respondents mentioned that for freshmen students, admission policies are dependent on passing the university / college admission test, seven (7) or 100% of the SUCs have agreed that this admission policy is being practiced in their respective institution. This is the case because all SUCs provide entrance examination to determine qualified student for admission to benefit in the UniFast law. Some SUCs are now very competitive as eighty-three (83) or 79.05% of freshmen admissions policies states that students must qualify the University / College Admission Test since failure to qualifying the college admission test means the SUCs will not be able to admit the students in their respective institution. Seven (7) or 100% of the SUCs agrees that this is being implemented and sees this as a necessity.

Eighty-three (83) or 79.05% of the respondents stated that students had to meet the average grade requirement set by the institution, highlighting the consideration of prior academic performance. This is being represented by seven (7) or 100% of the SUCs and a necessity as an admission policy.

Analysis on the data shows a general trend towards implementing special admission policies for marginalized sectors. Majority of the respondents prioritize enrollment, utilize interviews, and offer additional points or quotas to

Thank you for embracing the culture of research with us!

ensure fair and equitable access to education. However, there is still room for improvement, as small percentage of respondents do not have any specific policies in place.

Table 3
Student Registration

Student registration process conducted in your institution	f	%	No. of SUC	% of the Total SUCs
Online	101	96.20	7	100
Via email	5	4.76	1	14.29
Student Portal	83	79.05	7	100
University Website Link	44	41.90	3	42.86
Others please specify: Admission System	14	13.33	1	14.29
In-person	70	66.67	4	57.14
Walk-in student	56	53.33	4	57.14
Scheduled by Program	5	4.76	1	14.29
Scheduled by College	21	20.00	2	28.57
Others please specify: 1. Scheduled by year Level	5	4.76	1	14.29
2. By Appointment	14	13.33	1	14.29
Hybrid (both online and in-person	48	45.71	4	57.14

Table 3 presents the student registration process. Based on the tabulated data, majority of the respondents expresses the intention of employing online registration in terms of student registration process in their institution, covering one hundred one (101) or 96.20% of the respondents. This means that almost all of the respondents favor online registration as a method of registration process due to its convenience and accessibility. Moreover, seven (7) or 100% of SUCs also exhibit online registration as part of their student registration process. In terms of online registration, the usage of student portal appears to be the most popular system for online registration, describing eighty-three (83) or 79.05% of the respondents. This demonstrates how practical and effective to use a specialized platform for this process. All SUCs who participated in the data gathering process agrees to the relevance of the student portal platform.

Representing the second largest group of respondents (70 or 66.67%) indicates that in-person registration is manifested in their institutions as a process of student registration. This is covered by four (4) or 57.14% SUCs with various methods used in this process, which suggests that traditional, face-to-face interactions are still highly valued for ensuring accuracy, verifying documentation, and addressing immediate student concerns during the registration process

A substantial portion of the respondents of forty-eight (48) or 45.71% stated that students utilized a hybrid approach, combining both online and in-person methods for registration. This flexible approach caters diverse needs and preferences of students. This is being exhibited by four (4) state universities and colleges in Central Luzon as a process of their student registration. The rise of hybrid registration highlights how important it is for registration process to be flexible and adaptive.

 Analysis of the result states that majority of online registration methods, particularly through student portal, indicates a strong preference for digital solutions. This aligns with the increasing development of digitizing administrative processes in educational institutions. Even if online registration has become trendy, in-person methods still hold significant importance, especially for walk-in students and those who prefer personalized assistance.

Challenges and Benefits Foreseen in Harmonizing Admission and Registration Policies Across SUCs

Table 4
Challenges   Foreseen in Harmonizing Admission and Registration Policies across SUCs

Challenges foreseen in harmonizing admission and registration policies across SUCs?	f	%
Possible question on institutional autonomy	79	75.24

69

Thank you for embracing the culture of research with us!

Academic community might not welcome some policies in their respective program and/or university.	77	73.33
Acceptability by the Board of Regents/Trustees	80	76.20
Differences in the technology used of the SUCs	80	76.20
Limited access in information	98	93.33
Resource Constraints	70	66.67
Variability in Program Offerings	79	75.24

Table 4 presents the challenges foreseen in harmonizing admission and registration policies across SUCs. Based on the analysis of the results, data suggests that harmonizing admission and registration policies across SUCs is a complex task with numerous challenges. The most significant issue appears to be the limited access to information, which could hinder effective coordination and decision-making.

The analysis of the data indicates that harmonizing admission and registration policies across State Universities and Colleges (SUCs) is a multifaceted challenge, with the most pressing issue on the limited access to crucial information. This lack of transparency and data sharing impedes effective coordination among institutions, making it difficult to align policies and streamline decision-making processes. The complexity of the task suggests that overcoming these barriers will require robust communication channels, improved data management systems, and a concerted effort from all involved parties to ensure that policies are not only harmonized but also effectively implemented.

Other major challenges include potential resistance from academic communities, differences in technology infrastructure, and resource constraints. Additionally, the variability in program offerings across SUCs could complicate the development of standardized policies.

Table 5
Benefits that will bring to SUCs in Harmonizing Policies

Benefits that will bring to SUCs in Harmonizing Policies	f	%
Increased accessibility for students	91	86.67
Streamlined processes	88	83.81
Better coordination between institutions	77	73.33
Facilitate transfer of students	80	76.20
Enhancement of quality assurance	87	82.86

Table 5 presents the benefits that could be brought to SUCS in harmonizing policies. Analysis of the data suggests that harmonizing admission and registration policies across SUCs is expected to bring significant benefits to the institutions and students, which could lead to greater opportunities for higher education.

Based on the analysis, harmonizing admission and registration policies among state universities and colleges (SUCs) is likely to create a more streamlined and equitable system for both institutions and students. By standardizing processes across these universities, it would reduce discrepancies in requirements and procedures, improving accessibility and clarity for students applying to another institutions. This consistency could lead to enhanced student experience, reduced administrative burdens, and more efficient resource management. As a result, students would benefit from a more seamless transition between institutions, while SUCs could see improved enrollment rates and overall institutional performance. Ultimately, this harmonization has the potential to foster greater opportunities for higher education and contribute to the overall advancement of the public university system.

Streamlining processes and enhancing quality assurance are also seen as crucial advantage as they can improve efficiency and ensure consistent standards across institutions. Better coordination between institutions and facilitating the transfer of students are important for promoting student mobility and providing seamless academic experiences.

Thank you for embracing the culture of research with us!

Proposed Policies to Harmonize the Admission and Registration among State Universities and Colleges in Central Luzon, Philippines

The following table presents the proposed policies, which are based on the findings of the study. First and foremost, it suggested that the said proposed policies be discussed at the level of the Center for Interrelated Research and Policy Studies (CIRPS) of the Development Council of State Universities and Colleges (DC-SUC) in Region III where SUCs in the region are represented by their respective president and technical staff.

Table 6
Proposed Policies to Harmonize the Admission and Registration

Admission Requirements for Freshmen Students
Medical Certificate
Long Brown Envelope
1 pc. Self-stamped Mailing Envelope
College Admission Evaluation Result (e.g., CAT, CET)
Machine Copy of Authenticated PSA Marriage Certificate for female married students
Interview
Admission Requirements for Transferee Students
Psychological Test Result
Health Examination / Medical Certificate
Machine Copy of Authenticated PSA Marriage Certificate for female married students
Admission Policies for Freshmen Students
Students must qualify in the Physical, Health, and Psychological Examination
Admission Policies for Transferee Students
Students must qualify in the Physical, Health, and Psychological Examination
Student admission status will be probationary during the initial term of enrollment in the University
Transfer students granted admission may be restricted from enrolling in certain subjects if the prerequisites for those subjects were completed elsewhere and have not yet been validated or repeated at the University
Transfer students with prior failure may be considered for admission, but they will be subject to the university's policy on academic probation.
Submission of official transcript of records is mandatory before admission for the subsequent semester.
Transferee students from equally performing SUC shall be admitted and treated as regular students in accordance with existing policies of the University.
Student registration process conducted in your institution
Via email
University Website Link
Walk-in student
Scheduled by Program
Scheduled by College

Implications of the study to Public Administration

The study on harmonization of admission and registration policies among state universities and colleges in Central Luzon, Philippines, highlights the importance of implementing uniform admission systems and standardized procedures. This can improve efficiency, reduce administrative costs, save time for students and faculty, and enhance overall satisfaction. The harmonization of policies will standardize procedures in areas such as admission requirements, student registration, validation/accreditation, student attendance, examinations, grading, retention policies, academic scholarships, transfer credentials, school fees, and graduation requirements. The findings reveal a need for harmonization in various areas, while also highlighting similarities in some areas. This standardization could lower administrative expenses, improve operational effectiveness, and create a more cohesive educational system, increasing public confidence in SUCs and reaffirming the government's commitment to high-quality, accessible education.

Conclusions

The data analysis reveals that the admission and registration requirements for freshmen and transfer students in Central Luzon's state universities and colleges shared key commonalities, such as the need for authenticated documents such as PSA Birth Certificates and good moral certificates, and specific academic records. Freshmen are primarily assessed through university-specific admission tests, grade point averages, and health evaluations, while transferees undergo interviews and evaluated based on their General Weighted Average (GWA) and GPA.

In terms of Admission Policies, most of the respondents of SUCs agreed on the admission policies to include admission test and a required average grade. Also, for student registration, The data analysis reveals a clear preference for online registration through student portals, aligning with the growing trend of digitizing administrative processes in educational institutions. However, in-person registration still plays a critical role for walk-in students and those who seek personalized assistance. While a significant number of students utilize the university website for registration, fewer opt for the online admission system.

Recommendations

Based on the findings, it is recommended that state universities and colleges in Central Luzon harmonize their admission and registration policies to further streamline processes and promote consistency across institutions. This includes standardizing requirements for both freshmen and transfer students, such as the submission of authenticated documents and the use of uniform metrics for evaluating academic qualifications, such as GPA and GWA. To improve accessibility and efficiency, SUCs should enhance their online admission and registration systems, ensuring they are user-friendly, reliable, and widely accessible to students. Complementary measures, such as providing robust technical support and addressing barriers to digital access, can encourage broader adoption of online platforms. Additionally, the continued provision of in-person registration services is vital to accommodate walk-in students and those requiring personalized guidance, thus ensuring inclusivity. By adopting these strategies, SUCs can effectively modernize their processes while addressing the diverse needs of their student population.

REFERENCES:

Alegado, J. G. (2014). Initial Institutionalization of Results-Based Performance Management System in Public Higher Education: The Cagayan State University Experience. *International Journal of Advanced Research in Management and Social Sciences*, *5*(3), 179–203. https://www.indianjournals.com/ijor.aspx?target=ijor:ijarmss&volume=5&issue=3&article=01

Allensworth, C. (2019). Digital Governance Implementation and Institutional Performance of State Universities and Colleges (SUCs) in the Philippines. Online), 5(2). https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=a94f58a5353ec9ceec38fbae48e8db767344e946

Bechir, L. (2020). Towards an Arab higher education space: international challenges and societal responsibilities: Proceedings of the Arab Regional Conference on Higher Education. In Google Books. UNESCO. https://books.google.com.ph/books?hl=en&lr=&id=9bcPBgAAQBAJ&oi=fnd&pg=PA69&dq=the+lack+of+standardized+admission+and+registration+policies+among+these+institutions+&ots=mnVRUBNyf8&sig=R5q-cU-0FgkHj86tH47mInyCPf8&redir_esc=y#v=onepage&q&f=false

Capili, M. (2015). Document of the World Bank. https://documents1.worldbank.org/curated/pt/633781468283748430/pdf/World-Bank-2015-Open-Government-Final-Output-Version-Combined.pdf

Delos Angeles, M. A. G. (2020, December 30). Predictors of Performance in Licensure Examination for Teachers. https://www.researchgate.net/profile/Marie-Ann-Gladys-Delos-Angeles/publication/339723785_UJER14-19514592-my_article/links/5e612886299bf182deed3de0/UJER14-19514592-my-article.pdf

Gumede, Zakhele Phiwayinkosi. (2018). An evaluation of the effectiveness of students' online registration system at the University of Zululand. Ukzn.ac.za. https://researchspace.ukzn.ac.za/items/3be25cb8-2dd5-439c-b485-cbb1ad36dc9e

Thank you for embracing the culture of research with us!

Kadek, A., Baso, B., Regolinda Maneno, Manek, P. G., Willi Sucipto, Darsono Nababan, Gelu, L. P., & Fallo, K. (2023). Web-based new student registration development using Agile methods. AIP Conference Proceedings, 2798(1). https://doi.org/10.1063/5.0154361

Kumar, V. (2021). Admission Policies in Higher Education Institutions in India, South Africa, Singapore, USA, Australia and China and Their Relation to Student Satisfaction at Undergraduate Level. The Corporate International [ISSN: 2581-6438 (Online)], 5(2). http://management.eurekajournals.com/index.php/Corporate_International/article/view/557

Mill D. (2008). IMPACT OF ACCREDITATION ON QUALITY AND EXCELLENCE OF HIGHER EDUCATION INSTITUTIONS. REVISTA INVESTIGACION OPERACIONAL, 41(2), 151–167. https://rev-inv-ope.pantheonsorbonne.fr/sites/default/files/inline-files/41220-01.pdf

Nogie, RV. (2022). Services Offered by Admission and Registration Office: An Evaluation - IIARI. IIARI. https://iiari.org/conference_article/services-offered-by-admission-and-registration-office-an-evaluation/

Polit and Beck (2017). Grading System and Student Effort. Education Finance and Policy, 12(1), 107–128. https://doi.org/10.1162/edfp_a_00195

Sackett, P. R., Sharpe, M. S., & Kuncel, N. (2021). Comparing School Reports and Empirical Estimates of Relative Reliance on Tests Vs Grades in College Admissions. Applied Measurement in Education, 34(4), 240–250. https://doi.org/10.1080/08957347.2021.1987903

Sulphey, M. M., AlKahtani, N. S., & Syed, A. M. (2018). Relationship between admission grades and academic achievement. Entrepreneurship and Sustainability Issues, 5(3), 648–658. https://doi.org/10.9770/jesi.2018.5.3(17)

Thank you for embracing the culture of research with us!