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A Web-Based Enrollment and Academic Record Management System for Paranaque City College

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ABSTRACT

School enrollment systems must be easy to use, reliable, fast, and accessible on mobile devices. At Paranaque City College, ARMS Portal was developed as a web-based system for enrollment and academic record management. It supports online enrollment, appointments, Certificate of Registration viewing, schedules, grades, sections, classlists, and administrator reports.literacy.

Keywords: *ARMS Portal, enrollment system, academic records, student evaluation, web-based system, Paranaque City College*

INTRODUCTION

Enrollment is one of the most important services in a college because it affects students, registrars, faculty members, program chairs, and administrators. When the process is slow or unclear, students may experience long waiting time, repeated steps, and difficulty checking their enrollment status. School staff may also spend more time checking records, preparing class lists, assigning sections, and answering repeated questions from students.

Because of these concerns, many schools use web-based systems to make enrollment and academic record management faster and more organized. A web-based system can help students submit information, view enrollment updates, check schedules, and access academic records in one place. It can also help staff manage records with fewer manual steps. However, having an online system is not enough. The system must also be easy to use, reliable, fast, and useful for the people who depend on it.

Recent studies support the need to evaluate online enrollment and student portal systems based on user experience and satisfaction. Berro et al. (2025) found that usefulness, ease of use, and satisfaction are important in understanding students' intention to use an online enrollment system in a Philippine university. A 2025 study on an online enrollment system for college students also showed that online enrollment can reduce waiting time, lessen errors, and improve school work when the system is reliable and user-friendly. Hayagan (2022) also reported that a paperless enrollment system can support school transactions when users see it as functional and credible.

Other studies also show that student portals and academic information systems should be checked through actual student feedback. Acala and Talirongan (2023) evaluated a university portal using usefulness, information quality, interface quality, and overall usability. Kuadey et al. (2024) studied student management information systems and showed that good user experience is linked to continued system use. Saputri and Mulyani (2022) also explained that academic information systems can affect student satisfaction in higher education. These studies show that student ratings are useful in knowing whether a system is meeting user needs.

ARMS Portal is a web-based enrollment and academic record management system developed for Paranaque City College. It supports student enrollment, appointment booking, curriculum viewing, Certificate of

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Registration, schedule viewing, grade viewing, Certificate of Grades, announcements, and post-enrollment evaluation. It also supports registrar and administrator work such as enrollment management, section management, class lists, manual COR creation, reports, academic year setup, audit logs, user management, and evaluation analytics.

To check the quality of the system, ARMS Portal includes a post-enrollment evaluation form that appears after a student's enrollment status becomes confirmed. Students rate the system in eight areas: overall experience, ease of use, speed, reliability, enrollment flow, mobile experience, help and information, and recommendation. The results are then shown in an administrator dashboard with percentages, response counts, sentiment groups, daily trends, and program comparisons.

This study used the post-enrollment evaluation results of ARMS Portal to measure how students rated the system after enrollment. The study is important because student feedback can help the college identify the strong parts of the system and the areas that still need improvement. The findings may also guide future system updates and support better enrollment services for students and school staff.

Research Questions

This study answered the following questions:

1. What is the overall student rating of ARMS Portal?
2. How do students rate ARMS Portal in terms of ease of use, speed, reliability, enrollment flow, mobile
3. experience, help and information, and recommendation?
4. What is the response rate of the post-enrollment evaluation?
5. How are the responses grouped by sentiment, date, and program?
6. What improvements may be suggested from the results?

Objectives of the Study

This study aimed to:

1. Measure student evaluation of ARMS Portal after confirmed enrollment.
2. Identify the highest and lowest rated areas of the system.
3. Present response rate, sentiment, trend, and program-level results.
4. Provide recommendations based on the findings.

METHODS

Research Design

This study used a quantitative cross-sectional research design. It was quantitative because the study used numerical ratings from student responses. It was cross-sectional because the data represented student evaluation results gathered during one evaluation period after enrollment.

Research Setting

The study was conducted using ARMS Portal, the web-based enrollment and academic record management system of Paranaque City College. The system is used by students and school personnel for enrollment-related and academic-record tasks.

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Participants

The participants were enrolled students who submitted the post-enrollment evaluation form through ARMS Portal. The dashboard showed 3,525 enrolled students and 500 submitted responses. Only students with confirmed enrolled status were able to access and submit the evaluation form.

Research Instrument

The instrument was the built-in post-enrollment evaluation form of ARMS Portal. The form asked students to rate the system using percentage-based scores. The measured areas were:

1. Overall system experience
2. Ease of use
3. Speed and responsiveness
4. Reliability
5. Enrollment flow
6. Mobile experience
7. Help and information
8. Recommendation

The form also allowed students to submit written feedback. Written feedback was used by the system to count feedback activity, but the main focus of this paper was the numerical rating results.

Data Collection

Data were collected from the ARMS Portal evaluation analytics dashboard. The evaluation form became available after a student's enrollment status was confirmed. Once a student submitted the form, the response was stored in the system database and included in the administrator analytics page.

The data used in this paper came from the dashboard screenshots provided for the study. These screenshots included the total number of enrolled students, total responses, category ratings, sentiment count, daily response trend, written feedback count, and program comparison.

Data Analysis

The study used simple statistical tools:

1. Frequency count was used for number of responses, sentiment count, daily response count, and program
2. response count.
3. Percentage was used for response rate and sentiment share.
4. Average was used for system rating, category rating, and program rating.
5. Ranking was used to identify the highest and lowest rated areas.

The response rate was computed using the number of responses divided by the number of enrolled students. Category ratings were taken from the system analytics dashboard.

Ethical Considerations

This study used summarized system analytics only. No student names, email addresses, student numbers, or private records were included in the paper. The data were reported in group form to protect student privacy.

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RESULTS AND DISCUSSION

Analytics and Figures

The ARMS Portal administrator dashboard provided the analytics used in this study. Figure 1 shows the main key performance indicators, including the system average, response rate, mobile experience rating, and recommendation rating.

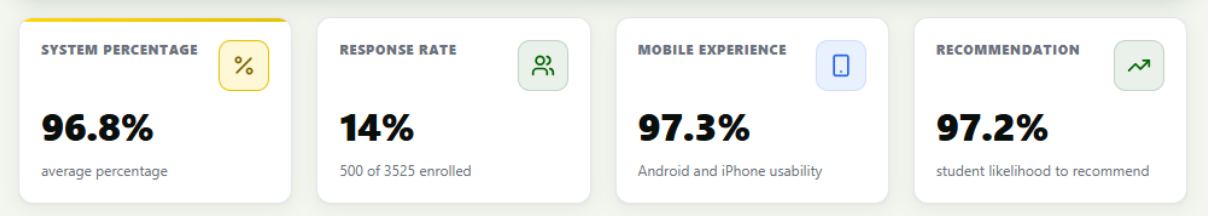


Figure 1. *ARMS Portal evaluation KPI summary*

Figure 2 shows the rating by evaluation area and the sentiment distribution of responses. It presents the eight measured areas and the share of Excellent and Positive responses.

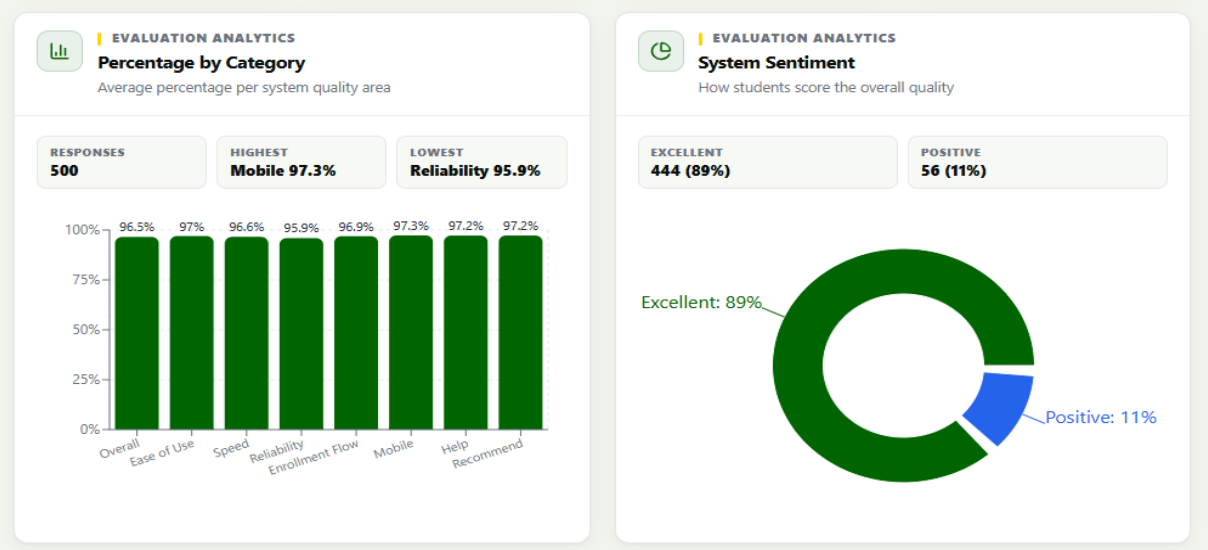


Figure 2. *ARMS Portal percentage by category and sentiment results*

Figure 3 shows the daily response trend and program comparison. It presents how responses changed from July 2 to July 8 and how the average rating differed by program.

Response Rate

The dashboard showed 500 evaluation responses from 3,525 enrolled students. This gives a response rate of 14%. This means that the results came from students who completed the evaluation form after their enrollment was confirmed.

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Measure	Value
Enrolled students	3,525
Evaluation responses	500
Response rate	14%

Overall Student Rating

ARMS Portal received a system average of 96.8%. This shows that students who answered the evaluation gave a very high rating to the system. The overall category score was 96.5%.

Indicator	Result
System average percentage	96.8%
Overall category score	96.5%
Mobile experience	97.3%
Recommendation	97.2%

Ratings by Evaluation Area

All eight areas received high scores. Mobile experience received the highest score at 97.3%. Reliability received the lowest score at 95.9%, but this result is still high.

Evaluation Area	Average Rating
Overall	96.5%
Ease of use	97.0%
Speed	96.6%
Reliability	95.9%
Enrollment flow	96.9%
Mobile experience	97.3%
Help and information	97.2%
Recommendation	97.2%

Sentiment of Responses

The system grouped the responses into Excellent and Positive. Out of 500 responses, 444 were Excellent and 56 were Positive.

Sentiment	Count	Percentage
Excellent	444	89%
Positive	56	11%
Total	500	100%

Daily Response Trend

The evaluation responses were recorded from July 2 to July 8. The highest number of responses was recorded on July 2 with 174 responses. The trend decreased after the first day, with only 1 response recorded on July 8.

Date	Responses	Written Feedback
July 2	174	69
July 3	105	37
July 4	57	23
July 5	56	18
July 6	70	22

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July 7	37	9
July 8	1	0

Program Comparison

The evaluation dashboard included results from eight programs. CHTS had the highest number of responses with 111. CBO received the highest average rating at 98.5%. BSREM received the lowest average rating at 95.6%, but this rating was still high.

Program	Average Rating
CHTS	97.4%
BSEntrep	96.1%
BSTM	97.7%
BSREM	95.6%
BPA	96.5%
HMS	97.2%
CBO	98.5%
BSNEd	97.5%

This study shows that the students gave the ARMS Portal a very positive evaluation after going through the enrolment process. The overall score of 96.8% shows that the respondents saw the portal as an effective and user-friendly platform for handling enrolment and academic records. The high scores in all the areas assessed prove that the system had met students' expectations with regard to accessibility, usability, and efficiency. The results are in agreement with earlier research which found that online enrolment systems enhance the students' experience by simplifying the enrolment process and reducing the administrative workload.

The dimension that received the highest rating was mobile experience (97.3%). This score shows that students are becoming more dependent on their smartphones and mobile devices when using educational services. As a large number of college students mainly access the internet through mobile devices rather than desktop computers, it is important to have a mobile-responsive enrollment system in order to guarantee accessibility. The fact that this aspect scored so high means that the ARMS Portal offers a convenient interface on a variety of devices, enabling students to carry out enrollment-related tasks no matter where they are. This result is in agreement with Berro et al. (2025), who found that system accessibility and ease of use have a significant effect on students' satisfaction and on their willingness to keep using online enrollment systems.

The recommendation section also achieved a high score (97.2%), which shows that students are willing to recommend the system to other people. This kind of recommendation is usually seen as a sign of user trust and general satisfaction since people generally only recommend a system when they think it is reliable and advantageous. In a similar way, the high mark obtained for Help and Information (97.2%) means that students found the portal's instructions, announcements, and status updates to be clear and easy to understand. When communication within an enrolment system is effective, it reduces confusion and allows students to meet their requirements with fewer questions directed to staff members.

Even though reliability was given the lowest average score (95.9%), it still fell within the 'very high' category. This indicates that students as a whole had confidence in the system, although there might have been some technical problems such as delayed loading, short-lived server outages, or small system errors. Since reliability is a vital aspect of any information system, disruptions that occur during enrolment could impact students' confidence in the institution's services. Hayagan (2022) has also noted this, stressing that both system credibility and functionality are essential elements that influence users' acceptance of paperless enrolment systems. It therefore follows that constant monitoring of server performance, database integrity, and concerns reported by users could help in maintaining and further enhancing system reliability.

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The study also showed that just 14% of the students who took part completed the evaluation after enrollment. Even though 500 responses gave useful descriptive information, the low rate of response implies that the results only apply to the students who chose to take part in the evaluation. There could be non-response bias since those students who did not complete the survey might have had different experiences. In future instances, participation could be increased by sending reminders through the portal, making it necessary to complete the evaluation before gaining access to some post-enrollment services, or by offering incentives to encourage people to finish the survey.

When the daily trend of responses was analyzed, it was found that the majority of the evaluations were submitted in the first few days after enrolment had been confirmed. The frequency of responses then decreased gradually over the course of the evaluation period, which suggests that students were most willing to give their feedback right after finishing their enrolment. This could be because students tend to respond while the enrolment experience is still fresh in their memory. As a result, sending out automated reminders several days after confirmation of enrolment might help to increase participation rates and lead to more representative evaluation results.

The academic programmes were all given consistently high ratings, the average scores lying between 95.6% and 98.5%. Even though there were some minor differences between the programmes, all the ratings stayed within a highly favourable range, which indicates that the ARMS Portal functions consistently no matter what academic programme the students are from. This consistency shows that the system is able to support a diverse group of students while still providing a positive user experience. However, future research could look into whether programme-specific issues, such as curriculum complexity or enrolment requirements, have an effect on students' views of the system.

In general, the findings show that the ARMS Portal successfully facilitates digital enrollment and the management of academic records at Parañaque City College. It offers students a convenient, accessible, and well-organized platform and decreases the need for manual enrollment processes. The fact that high ratings have been consistently obtained in various evaluation areas shows that the portal meets students' needs when it comes to enrollment. Nevertheless, further improvements in system reliability, greater participation in evaluation activities, and regular usability studies will help enhance the quality of the system and lead to more efficient digital services in higher education institutions.

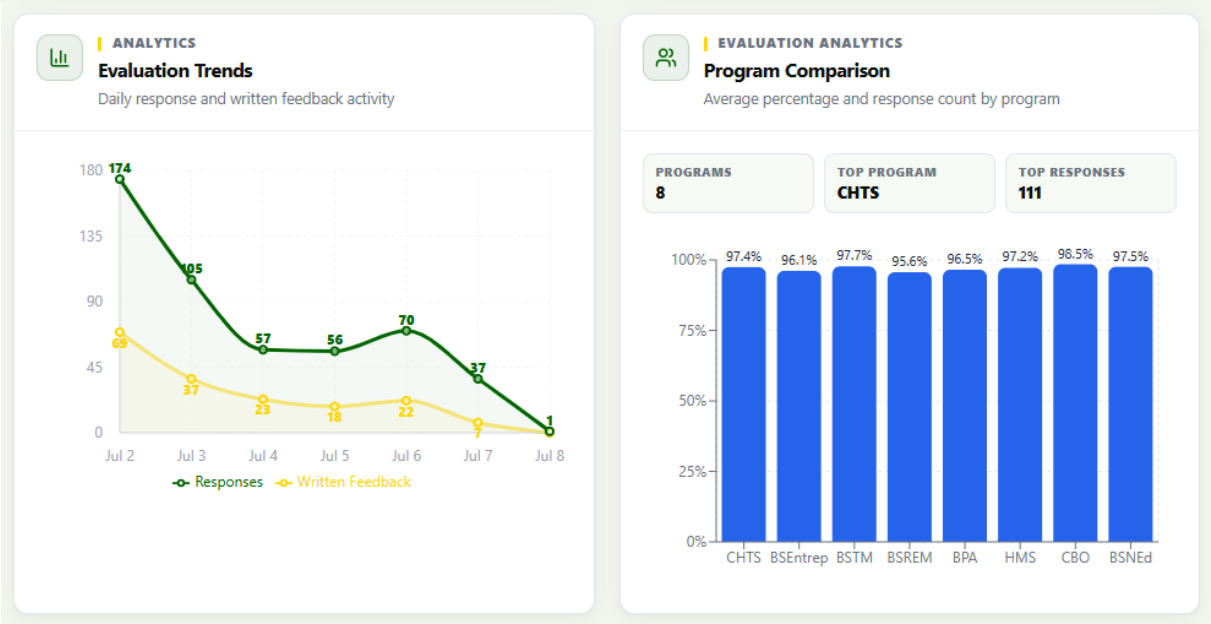


Figure 3. *ARMS Portal evaluation trends and program comparison*

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CONCLUSION

This study measured student evaluation of ARMS Portal, a web-based enrollment and academic record management system for Paranaque City College. Based on 500 responses, the system received a high average rating of 96.8%. The highest rated area was mobile experience at 97.3%, while the lowest rated area was reliability at 95.9%. The sentiment results also showed strong student approval. Most responses were Excellent, with 444 responses or 89%. The remaining 56 responses or 11% were Positive. No negative group appeared in the dashboard results. The findings show that ARMS Portal is useful, easy to use, mobile-friendly, and likely to be recommended by students. The system supports a more organized enrollment process and gives students easier access to enrollment and academic records.

The study concludes that ARMS Portal is a strong digital tool for enrollment and academic record management. Future work should focus on improving response rate, maintaining reliability, and reviewing written feedback for more specific improvements.

Recommendations

Based on the results, the following actions are recommended:

1. Add stronger reminders so more enrolled students will answer the evaluation.
2. Continue checking system reliability through logs, failed submissions, and user reports.
3. Review written feedback regularly to find repeated concerns.
4. Maintain the mobile-friendly design because it received the highest rating.
5. Use program-level results to see if some programs need special support.
6. Compare evaluation results every enrollment period to check if the system is improving.
7. Keep protecting student data through role-based access and secure login.

Limitations

This study used system-generated evaluation data and dashboard screenshots. It did not include interviews or direct observation of students while using the system. The response rate was 14%, so the results may not represent all enrolled students. The study also focused on student ratings and did not include technical performance testing such as server load, uptime, or database speed.

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