STUDENT SATISFACTION SURVEY ON STUDENT AFFAIRS AND SERVICES (SAS) PROGRAMS OF WESTERN PHILIPPINES UNIVERSITY

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Article history:		Abstract:
Received:	June 26th 2021	The worldwide pandemic caused by the coronavirus or COVID-19 affected countries as sectors and institutions struggled to continue their basic functions. Particular among these is the education sector, which not only had to shift modalities from face-to-face education to online and modular learning but also revise, and in some cases reconstruct, the student services and programs in such a way that they are available and accessible.
Accepted:	July 26th 2021	
Published:	September 11th 2021	
		An academic year into the pandemic, this baseline study was conducted to measure the students' satisfaction in the Student Affairs and Services (SAS) programs of Western Philippines University. Specifically, it aimed to know the students' familiarity, perceived provision or lack thereof, preference, and overall satisfaction with the SAS programs. One hundred seventy-four (174) or 33% of the total student leaders served as the respondents for this study through a Google Form survey based on the CHED CMO No. 08 s. 2021 last June 2021. The data gathered were analyzed using the Descriptive Research Method and descriptive statistics.
		Results showed that 33% of the WPU student leaders are generally satisfied (3.39) with the Student Affairs and Services Programs. However, respondent preference for the services does not equal their familiarity and provision. While there are few faults to be found with the personnel and the delivery of services, accessibility of and familiarity with essential services continue to be an issue.

BACKGROUND OF THE STUDY

The COVID 19 pandemic brought interruptions in all sectors of the society causing a chain reaction of academic and psycho social impacts affecting many Filipino (CHED Memorandum Order No. 8. Series of 2021). The learning environment has been severely disrupted, campuses were closed and face-to-face classes were suspended to protect the health and safety of the students. But despite these interruptions, CHED insured the continuity of learning by enjoining higher education institutions (HEIs) to implement flexible learning modalities. The Commission addressed the current impediments brought by COVID 19 to the higher education sector through: 1) organized massive capacity-building trainings, workshops for the faculty members, 2) launched the PHL CHED CONNECT website for free access to instructional and learning materials, and 3) provision of grants to HEIs for their projects that would improve the delivery of flexible learning, among others.

The delivery of SAS programs is now more crucial considering the effects on the mental health and well-being students as they try to adjust and recover from the pandemic. Thus, aside from continuity of learning, CHED enjoins all HEIs to enhance the delivery of SAS programs through various flexible learning modes to provide equitable learning opportunities and help the students adjust to the learning environment during COVID-19 pandemic as well as prepare them on the resumption of classes under the new normal conditions.

CHED aims to pursue the delivery of SAS programs during the pandemic, through partner HEIs, focused on catering to mental health of students through various modes/options most appropriate to them. Hence, these guidelines intend to provide strategies for the effective delivery of flexible SAS programs in all HEIs. These guidelines shall be applied in correlation with CHED Memorandum Order (CMO) No. 09, series of 2013 titled "Enhanced Policies and Guidelines on Student Affairs and Services, " as well as CMO No. 04, series of 2020, "Guidelines on the Implementation of Flexible Learning." CHED Memorandum Order No 8, series of 2021 describes the guidelines that

shall govern the delivery of SAS programs in all public and private HEIs effective academic year 2020- 2021 or until the face-to-face mode of delivery of instruction is allowed.

The Interim guidelines as a supplement to CMO 9, s. 2013, requires the Higher Education Institution to formulate SAS Continuity Plan for AY 2020-2021 showing the specific delivery strategies to be implemented to all types of students.

In compliance, Western Philippines University conducted a training- workshop on the Formulation of SAS Continuity Plan on August 20, 2020 with all heads, directors, in- charge of the SAS units attended as participants paved a way to the crafting of WPU SAS Continuity Plan for 2020-2021. This SAS Continuity Plan of Western Philippines University aimed to provide a framework and strategies so that student services would continue to help students even during the COVID 19 pandemic. This would provide services offline and online activities while strictly observing health and safety protocols and guidelines of the Department of Health and CHED.   The continuity plan was included as insertion in the Learning Continuity Plan of the University.

The action plan of every Student Affairs and Services unit served as a framework in the delivery of student services to its clients.

An evaluation was made to determine the students' satisfaction on the Student Affairs and Services of the Western Philippines University during the pandemic.

OBJECTIVES OF THE STUDY
1. determine the profile of the respondents;
2. determine the modality of acquiring learning by the respondents during the pandemic;
3. determine the perception of the respondents as to student services they liked the most, student services the respondents disliked the most during the pandemic;
4. determine the services the respondents are familiar with and believed to be provided during the pandemic;
5. determine the services the respondents want the university to provide during the pandemic;
6. determine the level of satisfaction of the respondents on the student affairs and services provided by the university during the pandemic
7. find out the suggestions to improve the delivery of student affairs and services during the pandemic as perceived by the respondents.

METHODOLOGY
Research Participants and Sampling
This students' satisfaction survey was conducted among student leaders in all campuses of the university. Only student leaders who answered the survey questionnaire through google form were considered as respondents of the study. A total of one hundred seventy-four 174 student leaders served as respondents of the study.
Research Design
The research method used in this study was descriptive research method. The study is descriptive in nature because it described the profile of the respondents, the modality of acquiring learning by the respondents during the pandemic, the perception of the respondents as to student services they liked the most, student services the respondents disliked the most during the pandemic, the services the respondents are familiar with and believed to be provided during the pandemic, the services the respondents want the university to provide during the pandemic, the level of satisfaction of the respondents on the student affairs and services provided by the university during the pandemic and the suggestions to improve the delivery of student affairs and services during the pandemic as perceived by the respondents.
Research Instrument
The students' satisfaction survey on Student Affairs and Services (SAS) Programs was adopted from CMO 8, series of 2021 stated as Guidelines on the Implementation of Flexible Delivery of Student Affairs and Services (SAS) Programs during the COVID 19 Pandemic.
Data Collection and Analysis
The data were gathered using the survey questionnaire administered to the respondents through google form. Descriptive statistics such as frequency, counts, percentages were used to describe the important variables in the study.

RESULTS OF THE STUDY
Personal Profile of the Respondents
For the first level analysis, the respondents' profiles are analyzed as shown by Table 1. The data on the following were collected: sex, civil status, certified disabilities, membership of indigenous groups, parent status (single parent or not), campus, course, year level, and local address.

It is important to note that there is at the very least some representation and diversity within the respondents and thus, the student leadership in the university. The total number of respondents for this study is 174 or 33% of the total student leaders. These aforementioned leaders are members of the WPU Student Federation, campus, and college supreme student councils (SSC). Every organization is composed of approximately10- 25 officers/ leaders.

It is shown that there are more female leaders (64.5%) than male leaders (35.1%) among the respondents. 160 (92%) respondents are single, 13 (7.4%) are married and one (0.6%) is separated.

While the majority of the respondents (145 or 83.3%) do not have any certified disabilities three (1.7%) have certified learning disabilities, two (1.2%) have certified physical disabilities, and three (1.7%) have both disabilities. 16 (9.2%) answered that they do not know if they have any disabilities and five (2.9%) said they prefer not to answer, both for reasons unspecified.

Sixty-three or 26.2% of the respondents are part of various indigenous groups in the province and 111 (63.8) are not. This number is expected as Palawan has 13 local indigenous groups and there are members of other indigenous groups from other provinces. Furthermore, it canbe noted that five (3%) of the total number of respondents are single parents, among the 13 married respondents.

As to the number of respondents per campus in the study, the Aborlan or main campus have the most number of respondents with 62 or 35.6%, followed by the Quezon campus at 41 (23.6%), the Busuanga campus with 24 (13.8%), Puerto Princesa with 21 (12.1%), Rio Tuba with 12 (6.9%), El Nido with 10 (5.7%), and Culion with four (2.3%). While it is expected of the Aborlan campus as the biggest among the campuses to have the most number by virtue of the number of units or colleges to be the most represented, the Puerto Princesa campus was less represented by the Quezon and Busuanga campuses. The three campuses with the least representation are expected to have the least number of respondents, as the number of respondents for this students make up significant portions of their student leader population, except for Culion's, which is represented by 30 % of its student leaders.

Of the 29 undergraduate courses offered by the university, only 18 have respondents in this study. The biggest number of respondents came from Bachelor in Secondary Education (BSED) at 37.3% (30), followed by Bachelor in Elementary Education at 14.5% (25), BS Criminology 11.5% (20), and BS Hospitality Management (8.6% or 15). BS Agricultural Technology, BS Agribusiness, and BA Mechanical Engineering all tie for the least respondents among the courses the respondents are enrolled in. The other courses are as follows: BS Agriculture (7.5%), B Physical Education (6.3%), BS Rural Development and Management (5.2%), Certificate in Agricultural Science (4.6%), BS Forestry (4.6%), BS Electrical Engineering (4.6%), BS Agriculture and Biosystems Engineering (2.8%), BS Social Work (2.8%), BS Aquatic Biology (2.3%), B Public Administration (2.3%), and BS Civil Engineering. Thus, more student leaders this academic year came from the College of Education, and the College of Fisheries and Aquatic Sciences has the least number of student leaders currently enrolled.

Lastly, more student leader-respondents are currently in their third year in the university (72 or 41.3%), followed by the second years at 55 (31.6%), first years at 36 (20.7%), fourth years at 9 (5.2%), and the fifth years at 2 (1.2%).

Despite the data on course and campus stated above, more students live in the municipality of Quezon (19.54%) than any municipality, followed by Aborlan, Busuanga, and Narra at 12.06% each, then Puerto Princesa (10.34%), Bataraza, El Nido, Rizal. Sofronio Espanola, Culion, Coron, and Taytay. One (0.60%) respondent lives in Araceli, Balabac, Brooke's Point, Magsaysay, and Roxas each.

Table 1. Personal profile of the respondents.

Student Profile	Frequency (n=174)	Percentage %
a. Sex		
Male	61	35.1
Female	113	64.9
b. Civil Status		
Single	160	92
Married	13	7. 4
Separated	1	0.6
c. Certified Disability of the Respondents		
I do not have any certified disability	145	83.3
I have a certified learning disability	3	1.7
I have a certified physical disability	2	1.2
I have both	3	1.7
Don't Know	16	9.2
Prefer not to answer	5	2.9
d. Indigenous Group		
Yes	63	36.2
No	111	63.8
e. Solo Parent		
Yes	5	3.0
No	169	97.0

f. Campuses where the respondents are enrolled

Campus	Frequency	Percentage
Aborlan	62	35.6
Quezon	41	23.6
Busuanga	24	13.8
Puerto Princesa	21	12.1
Rio Tuba	12	6.9
Elnido	10	5.7
Culion	4	2.3

g. Courses the respondents are enrolled in

Course	Frequency	Percentage
BSED	30	17.2
BEED	25	14.4
BS Criminology	20	11.5
BS Hospitality Management	15	8.6
BS Agriculture	13	7.5
B Physical Education	11	6.3
BS Rural Development and Mngt	9	5.2
Certificate in Agricultural Science	8	4.6
BSF	8	4.6
BS Electrical Engineering	8	4.6
BSABE	5	2.8
BS Social Work	5	2.8
BS Aqua Bio	4	2.3
B Public Administration	4	2.3
BS Civil Engineering	3	1.7
B Agricultural Technology	2	1.2
BS Agribusiness	2	1.2
BS Mechanical Engineering	2	1.2

h. Year Level of the Respondents

Year Level	Frequency	Percentage
First	36	20.7
Second	55	31.6
Third	72	41.3
Fourth	9	5.2
Fifth	2	1.2

Table 1 Continued.

Student Profile	Frequency (n=174)	Percentage %

i. Local Address (Municipality) of the respondents

Municipality	Frequency	Percentage
Quezon	34	19.54
Aborlan	21	12.06
Busuanga	21	12.06
Narra	21	12.07
Puerto Princesa City	18	10.34
Bataraza	15	8.62
El Nido	13	7.47
Rizal	12	6.95
Sofronio Espanola	5	2.90
Culion	4	2.30
Coron	3	1.72
Taytay	2	1.15
Araceli	1	.60
Balabac	1	.60
Brookes Point	1	.60
Magsaysay	1	.60
Roxas	1	.60

Part II. Survey on Student Affairs and Services (SAS) Programs
Learning Modalities

The second level of the analysis of this study involves the following aspects: the learning modalities of the respondents, preference of the Student Affairs and Services (SAS) programs, the familiarity or visibility of said office's programs amid the COVID-19 pandemic, the level of satisfaction, and further suggestions of the student-respondents.

Table 2 shows the learning modalities of the respondents of this study. 44.30% of the respondents learned through both online means and learning packets or printed modules, while 36.8% learned through only online means and 18.90% through the modules sent by the instructors/professors. While the current university president mandated that the university will have flexible learning for its students, this is proof from the student leaders that, indeed, the university upholds said mandate and does allow for both or either modular and online learning. While this research does not account for whether this fits the students or the teacher more, this data allows confirmation of the various learning modalities within the university and thus paves the way for further improvements on both sides for better learning.

Table 2. Distribution of the Respondents According to Modality of Acquiring Learning.

Learning Modality	Frequency (n=174)	Percentage %
Learning packets/printed modules	33	18.90
Online Learning	64	36.80
Combination printed modules and online learning	77	44.30

Suggestions from the students regarding learning modalities focuses on the improvement and use of alternative and flexible modalities at this time of the pandemic. Consideration for the students' area or location, internet connectivity, resources, academic load, and other factors that constrains the students from accessing learning modalities is notably needed. Further support from the university, such as the provision of gadgets, online means, further instruction in the form of tutorials, were also suggested.

Preferred Student Affairs and Services Programs by the Students

As the students improve their learning and further their knowledge, there is a need to, as one of the respondents phrased it, "prompt and accessible delivery of services to students." Table 3 shows the preferences of the respondents when it comes to the Student Affairs and Services programs.

Table 3. Student Affairs and Services (SAS) Programs the respondents liked the most.

Student Affairs and Services Programs	Frequency (n= 174)	Percentage %
None	28	16.10
Guidance and Counseling Services	26	14.94
Scholarship and Financial Assistance	24	13.79
Information and Orientation Services	24	13.79
Leadership Training	12	6.90
Organization and Activities	12	6.90
Health Services	11	6.32
Safety & Security	8	4.60
Student Council and Government	8	4.60
Registrar	6	3.44
Culture and the Arts	3	1.72
Community Involvement/ NSTP	3	1.72
Career and Job Placement Services	3	1.72
Student Handbook	2	1.14
Admission Services	1	0.57
Multi Faith Services	1	0.57
Services for Specific Students	1	0.57
Student Discipline	1	0.57

The five programs the students preferred or "liked" the most are Guidance and Counseling (14.94%), followed by both the Scholarship and Financial Assistance and Information and Orientation Services at 13.79%, Leadership Training and Student Organization and Activities tying for 6.87%. Important programs such as Health Services (6.32%), Safety and Security, the Student Council and Government both at 3.45%, and the Registrar (3.45%) all rank in the middle of the list of preferences. It must be noted that the Career programs, under which the Leadership Training programs were pioneered among its many events as one of the most active services in this academic year ranked at the lower end of the respondents' preferences at 1.72%, the same percentage as the Culture and NSTP programs. Indeed, some of the most active programs were not included in the respondent's top preferences. The program of the Student Handbook, which was completed but was unfortunately mostly undistributed due to the pandemic, ranked 1.15%, followed by the Admission, Multi Faith, Services for Specific, and Student Discipline - all of which were preferred only by 0.58% of the respondents.

Disliked Student Affairs and Services Programs by the Students

As 16.10% of the respondents said they do not have a Student Affairs and Services (SAS) program they like the most, the majority (67.81%) also answered that they do not have a program "they did not like the most" in Table 4. The least preferred programs of the respondents are the Foreign Student Services (5.74%), Sports (7%), Financial Assistance (4.02%), Culture (2.87%), and Food (2.30%). Less liked at 1.72% are the Student Handbook, Student Publication, and Student

Housing programs. Career and Student Organizations and Activities joined Health and Library programs at 1.15% each, while the Information and Orientation Services, Leadership Training, Admission, Registrar services are all at 0.58%.

Table 4. Student Affairs and Services SAS Program the respondents disliked the most.

Student Affairs and Services	Frequency (n=174)	Percentage
None	118	67.81
Foreign Students Services	10	5.74
Sports Development	9	5.17
Financial Assistance	7	4.02
Culture and the Arts	5	2.87
Food Services	4	2.30
Student Handbook	3	1.72
Student Publication	3	1.72
Student Housing	3	1.72
NSTP	3	1.72
Guidance	2	1.15
Career	2	1.15
Student Organizations and Activities	2	1.15
Health	2	1.15
Library	2	1.15
Info	1	.58
Leadership Training	1	.58
Admission	1	.58
Registrar	1	.58

Student Affairs and Services Programs Respondents are Familiar With and Believed to be Provided during the Pandemic

The preferences of the respondents to the SAS programs do not fully translate to their familiarity with and the visibility thereof of those programs to the respondents is shown in Table 5. The respondents answered that they were most familiar with the Information and Orientation Services, Guidance and Counseling Services, Registrar, Student Organization and Activities, Library, Scholarship and Financial Assistance, the Student Council and Government, and the Leadership Training programs. NSTP, Safety, and Security services ranked as familiar and visible after as one is a required course and the other two are necessary within the physical setting of the university. It must be noted that the Student Handbook Development shifted up as most student leaders were aware of the Student Handbook 2020, while Health Services, Student Publication, Career and Job Placement, and Admission are not as visible for the students despite their status as crucial services and the number of the activities and processes they conducted and were part of in this academic year. Health, an important service for the university during the ongoing pandemic, is concerningly amongst the least visible and familiar program of SAS. This is expected because students were not allowed to go to the campus due to quarantine restrictions. Inactive services such as Multi-Faith Services, Student Housing and Residential Services, and Foreign/International students services occupy most of the least visible and familiar programs.

Table 5. Student affairs and services programs the respondents are familiar with and believed being provided by WPU during pandemic.

Student Affairs and Services Program	Frequency (Multiple Responses)	Percentage
Information and Orientation Services	132	76.7
Guidance and Counseling Services	115	66.9
Registrar	108	62.8
Student Organization and Activities	105	61
Library	97	56.4
Scholarship and Financial Assistance	95	55.2
Student Council/Government	88	51.2
Leadership Training	87	50.6
Social and community involvement program/NSTP	86	50
Safety Services	78	45.3
Security Services	78	45.3
Student Handbook Development	74	43
Student Discipline	72	41.9
Culture and the Arts	65	37.8
Career and Job Placement Services	63	36.6
Admission Services	63	36.6
Health Services	61	35.5
Sports Development	52	30.2
Student Publication/ Yearbook	45	26.2
Services for specific students (students with disabilities, students belonging to indigenous groups, students who are solo parents, etc.)	28	16.3
Food Services	26	15.1
Multi- faith services	25	14.5
Economic Enterprise Development	18	10.5
Student housing and residential services	12	15.1
Foreign/international student services	12	15.1

Preferred Student Affairs and Services Programs to be Provided during the Pandemic

Table 6 shows that the preferred services the student-respondents want the university to provide are the Scholarship and Financial Assistance (50%), Guidance and Counseling Services (35.5%), Information and Orientation Services (29.16%), Career and Job Placement Services (27%), and Health Services (20%). Leadership Training (18.6%), Student Discipline (16.19%), Safety Services (14%), and Security Services must be provided as well, but not quite as important as the most wanted services in this list. Active or ongoing services such as Registrar, Student Council and Government, Library, Admission, and Student Publication on the lower half of these table are already active programs, though they may not all be visible nor wanted as much as the others.

Table 6. Student Affairs and Services (SAS) Programs the   respondents want the university to provide during the pandemic

Student Affairs and Services (SAS) Programs	Frequency (Multiple Responses)	Percentage
Scholarship and Financial Assistance	86	50.00
Guidance and Counseling Services	61	35.50
Information and Orientation Services	50	29.16
Career and Job Placement Services	47	27.30
Health Services	36	20.90
Student Organization and Activities	32	18.60
Leadership Training	32	18.60
Student Discipline	29	16.19
Safety Services	24	14.00
Security Services	24	14.00
Food Services	18	10.50
Economic Enterprise Development	15	8.70

Student housing and residential services	15	8.70
Student Handbook Development	13	7.60
Sports Development	13	7.60
Social and community involvement program/NSTP	13	7.60
Registrar	12	7.00
Student Council/Government	11	6.40
Services for specific students (students with disabilities, students belonging to indigenous groups, students who are solo parents, etc.)	11	6.40
Library	11	6.40
Multi- faith services	8	4.70
Culture and the Arts	8	4.70
Admission Services	6	3.50
Student Publication/Yearbook	5	2.90
Foreign/international student services	5	2.90
I don't know what to answer	1	0.60

Students' Level of Satisfaction to the Student Affairs and Services (SAS) Programs During the Pandemic

Overall, the respondents are "Satisfied" (3.39) with the Student Affairs and Services programs during the pandemic, with the individual means ranging between 3.51 and 3.19. The service with the lowest mean or the service the respondents are least satisfied with is the health services, specifically on its lack of activities for the accessibility of health services during the pandemic. Meanwhile, the support of the university for its student council and governments is the only service with which the respondents were Very Satisfied (3.51). Other notable levels of high satisfaction involve the personnel and services as helpful and accessible. Table 7 shows the level of satisfaction to the SAS Programs during the pandemic.

Table 7. Students' Level of Satisfaction to the Student Affairs and Services (SAS) Programs During the Pandemic

Student Affairs and Services	Mean	Descriptive Rating
1. The school personnel including the faculty, advisers, student affairs and services were accessible and courteous to answer questions or provide feedback	3.45	Satisfied
2. The orientation conducted by the school on flexible learning and student affairs and services were clearly outlined.	3.37	Satisfied
3. The student handbook provided by the school contains information such as contact numbers of school personnel, how to access student services, etc.	3.38	Satisfied
4. The services to ensure psycho-social and mental well-being during pandemic are administered regularly.	3.30	Satisfied
5. The services provided are accessible to students with disabilities, students belonging to indigenous groups, students who are solo parents, etc.	3.30	Satisfied
6. The school provided career and occupational opportunities.	3.33	Satisfied
7. The school supported online activities of student organizations.	3.45	Satisfied
8. The school supported the student council/ government	3.51	Very Satisfied

9. The school publication is active and accessible.	3.29	Satisfied
10. The school personnel and the services in the admission office are helpful and accessible	3.41	Satisfied
11. The school personnel and the services in the registrar's office are helpful and accessible	3.48	Satisfied
12. The school personnel and services in the library are helpful and accessible.	3.28	Satisfied
13. The school provided accessible information to having a healthy lifestyle.	3.34	Satisfied
14. The school provided accessible health services such as online medical consultations among others	3.19	Satisfied
15. The school provided a safe online/distance/flexible learning environment.	3.43	Satisfied
16. The school provided accessible and safe student housing or residential services	3.22	Satisfied
17. The cultural and arts program provided opportunities to develop and enhance talents, abilities, and values for appreciation, promotion and conservation of national culture and multi-cultural heritage	3.36	Satisfied
18. The sports development program provided physical fitness and wellness other than Physical Education subjects	3.29	Satisfied
19. The NSTP provided involvement in the community and volunteerism	3.34	Satisfied
20. Overall, how satisfied or dissatisfied were you with the student affairs and services during pandemic.	3.39	Satisfied

Suggestions to Improve the Delivery of Student Affairs and Services (SAS) Programs During the Pandemic

Respondents gave suggestions on how to improve delivery of Student Affairs and Services (SAS) during the pandemic (Table 8). Since the eighty-five (85) respondents have no suggestion, the suggestions of the remaining 89 was considered. Eighteen or 10.34% suggested that SAS programs should provide activities applicable during pandemic, 14 or 8.04% would like prompt, accessible delivery of services to the students. It was emphasized by 5.74 % that it is important during this time of pandemic that students are well oriented and informed of the activities of the Health Services and another 5.74% emphasized improved delivery of updated information to the students offline or online by conduct virtual orientation on SAS programs is equally necessary. In the delivery of activities, Student Affairs and Services (SAS) should be considerate and approachable by 6 or 3.44%. Respondents included suggestion about delivery of learning that it is suggested that improved alternative and flexible modalities at this time of pandemic by 5.17%, Be considerate with the area/location, internet connectivity of the students in submission of modules by 4.02%, faculty and staff should be at their best to inspire students to pursue their dreams by 1.15%, provide free load, tutorials from their teachers especially Engineering students by 1.15 %, SAS should create a group chats of facebook accounts to inform students by 1.15%; safety and Security Services should be provided during pandemic to observe protocols by 1.15%; connect with the students by 1.15%; conduct sports activities even during pandemic by 1.15%. Other suggestions like conduct leadership training, conduct leadership training, embrace hands on/ experiential learning to build skills, the last three each with 0.57%.

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Table 8. Suggestions to improve the delivery of Student Affairs and Services SAS Programs during the pandemic.
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Suggestions for the Delivery of SAS during the Pandemic	Frequency (Multiple Responses)	Percentage
SAS programs should provide activities applicable during pandemic	18	10.34
Prompt, accessible delivery of services to students	14	8.04
Provide orientation on activities undertaken by Health Services during the pandemic	10	5.74
Improve delivery of updated information to the students offline or online by conduct of virtual orientation on SAS programs	10	5.74
Improved alternative and flexible modalities at this time of pandemic	9	5.17
Be considerate with the area/location, internet connectivity of the students in submission of modules	7	4.02
SAS Units should be patient and approachable	6	3.44
Faculty and staff should be at their best to inspire students to pursue their dreams	2	1.15
Provide free load, tutorials from their teachers especially Engineering students	2	1.15
SAS should create Group Chats of Facebook accounts to inform students	2	1.15
Safety and Security Services should be provided during pandemic to observe protocols	2	1.15
Connect with the students	2	1.15
Conduct Sports Activities even during pandemic	2	1.15
Conduct Leadership Training	1	0.57
Do not overload students with activities	1	0.57
Embrace hands on/ experiential learning to build skills	1	0.57
No suggestions	85	48.85

CONCLUSION
1. The student leaders from the different campuses of the Western Philippines University are generally satisfied with the Student Affairs and Services programs;
2. Not all of the most preferred and wanted SAS programs of the student leaders are visible and familiar to them;
3. The personnel of the services are mostly helpful, despite the lack of access and familiarity to their services.

RECOMMENDATIONS
1. Take into account the suggestions of the student leaders as these will improve the services;
2. Increase efforts on making the services most wanted and preferred by the student leaders more visible and accessible, starting with the Information and Orientation Services of SAS;
3. Improve this study as the baseline of the baseline research on the SAS programs during the pandemic, specifically with its confidentiality clause and questionnaire methodology focusing on the services of every student services unit and ensure that students answer feedback or evaluation forms of the services and personnel for further improvement;
4. Improve the student satisfaction survey instrument and administer not to all students across all campuses of the university;
5. Ample time should be set aside by the student services units for the discussion of furthering the Student Affairs and Services programs with the aim of coming up with a doable plan of activities to attain significant improvement in order to cater to the needs of the students as the primary clients.

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