

Delivery of Student Affairs Services (SAS) Programs in Private Higher Education Institutions

Mary Rose M. Buban¹ and Susan S. Janer²

^{1,2}Sorsogon State University, Philippines

Email: mrosemb28@gmail.com and sihjaner@sorsogonstatecollege.edu.ph

Abstract— This study determined the delivery of student affairs services programs (SAS) in private higher education institutions, for S. Y. 2021 – 2022. The respondents of the study who participated were 8 SAS Coordinators and 47 students from the selected private higher education institutions in Sorsogon City. Descriptive quantitative method was used as the research design of the study. Using the method, responses were gathered from the survey questionnaire formulated and adapted by the researcher and unstructured interview. This method was chosen to identify the online and offline services of the student affairs services along student welfare, student development and institutional programs and services, practices and problems encountered by the respondents.

Keywords— Student Affairs Services Programs, Private Higher Education Institutions, Pandemic.

INTRODUCTION

The COVID – 19 pandemic took a toll on several industries around the globe. It has drastically changed the way things works, the way of life of the people. The pandemic has seriously affected the routines of ordinary people across the world, from waking up in the morning to going to school or the office, then taking meals and going back home. In the past year for almost two (2) long months several leaders have placed their countries under health lockdown which interrupted every transactions and routines of the people.

Among the industries greatly affected by the COVID – 19 pandemics is the education industry. The educational process was interrupted towards the last quarter of the academic year 2019 - 2020. Moreover, the delivery of several pertinent student services were put on hold. Since physical and social gathering are not permitted, services for students which requires their physical presence were also not possible.

The various public and private education institutions in the world suffered and had a hard time adapting in the new normal model of education. The private universities and colleges were greatly affected as their lifeblood to continue to run is the tuition fees paid by the students for their education. In an article, private institutions are providing both access and skills needed for the economy of the 21st century.

The nature and scope of private colleges and university vary worldwide. They are at the same time independent and autonomous while also being subject to a variety of external controls. Private institutions depend largely on tuition and some, especially in the Philippines are profit making. (Altbach, 1998)

In an article published by the Organization for Economic Co – operation and Development (OECD) on the Policies and Responses to COVID – 19 pandemics, it pointed out how activities that addresses students' learning, social and emotional needs are very important in times of crisis. The article also acknowledged the present situation of student services globally and how the pandemic slowed down the students' development. In the same manner, students also worry about their economic placement after they graduate from college or university studies. Knowing that they lack supervised application of all the theories learned inside the classroom since activities and other physical practices were discouraged.

The education system in the Philippines faced a big change towards the last quarter of the Academic Year 2019 - 2020. Several portions of the country were put under Enhanced Community Quarantine (ECQ), which temporarily froze the mobility of the people in the identified areas. As a result of school closures, student activities were also hampered. Activities that would have contributed to the holistic development of the students. For two (2) academic years now, schools were opened for academic learning using different approaches. Learning was offered in flexible manner not allowing the students to physically appear in a classroom for physical learning which means that student extra – curricular activities that requires physical attendance were temporarily put on hold.

The flexible manner of learning was strengthened with the existence of CMO. 4 s. 2020 wherein it stated the guideline on how flexible learning was to be implemented by the various public and private higher education institutions. It discussed the teaching options, approaches, strategies, systems, pedagogies and

modalities that is applicable to all on – going students as well as the incoming first year. However, different kind of adjustments were made by the school, faculty and the students in order to gradually adapt to the set – up and continue the education process.

However, the teaching and learning process was not the only thing a student needs to deal with in the school. Other aspects must also be introduced to them. The most important responsibility of a school is to make sure that the students get all the learnings that they could use to face the real world. This includes the extra – curricular activities where students can learn life lessons. The Office of Student Services is very important unit in a school. Its main aim is to give academic support the experiences of students to attain holistic development. (CMO.9 s. 2013)

To ensure that student services remain extensive for students in the tertiary level, the Commission on Higher Education (CHED) issued CHED Circular Memorandum number 8 series of 2021 (CMO. 8 s. 2021) otherwise known as the “Guidelines on the Implementation of Flexible Delivery of Student Affairs and Services (SAS) Programs During the Pandemic.” The CMO functions as a set of guidelines for Higher Educational Institutions to continue student activities despite the limitations that the pandemic has brought to every school related activity.

An academic year had passed and despite the efforts of the government to bring students back to school this academic year, it is quite impossible to do so because of the low herd immunity rate to COVID – 19. It is therefore the hope of this study to benchmark the delivery of the different Private Higher Educational Institutions (PHEIs) in Sorsogon City when it comes to the implementation of the SAS. Sorsogon City is the coastal component city in the province of Sorsogon and serves as the provincial capital which is covered by the study. There are 10 PHEIs found in the City of Sorsogon and five (5) PHEIs from other municipalities.

It is reasonable that this research is in need of studying since the pandemic brought a lot of changes and it includes the changes faced by the education institutions. The benchmarking is important in knowing the current status of implementation of the SAS in PHEIs and their best practices so far in student welfare, student development and institutional student programs and services as well as the various problems encountered. Thus, the study aimed to determine the delivery of Student Affairs Services (SAS) programs in Private Higher Education Institutions in Sorsogon City for school year 2021 – 2022 to know the practices that are

useful that may be used as an interim plan should the situation calls for it.

METHODOLOGY

Descriptive quantitative method was used as the research design of the study. Using the method, responses were gathered from the survey questionnaire formulated and adapted by the researcher and unstructured interview. This method was chosen to identify the online and offline services of the student affairs services along student welfare, student development and institutional programs and services, practices and problems encountered by the respondents.

The participants who willingly participated in the study were the eight (8) SAS Coordinators of Private Higher Education Institutions in Sorsogon City and 47 students from those schools. Names of the respondents were not revealed for confidentiality purposes. This study used the purposive sampling method in selecting the respondents. The gathered data were statistically treated and analyzed using weighted mean and ranking to interpret the results of the study.

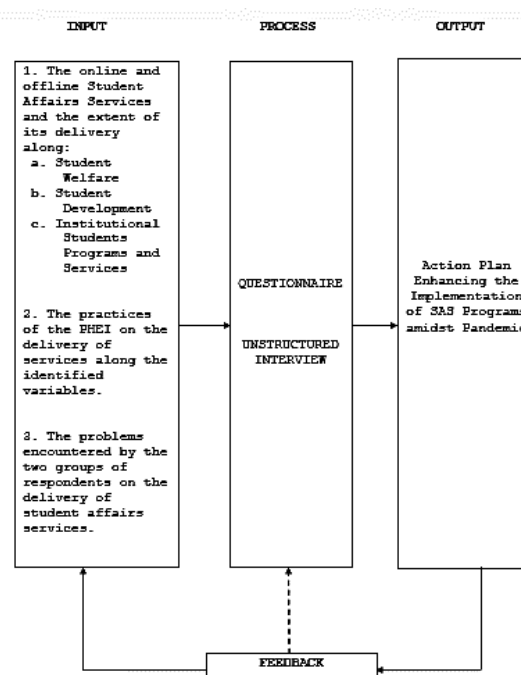


Figure 1. Conceptual Paradigm

Weighted mean was used to determine the extent of the delivery of online and offline student affairs services programs along student welfare, student development and institutional students’ programs and services.

Frequency and ranking were used to determine the practices of student affairs services of private higher education institutions and problems encountered on the

delivery of student affairs services by the SAS coordinators and students.

RESULTS AND DISCUSSION

1. The Online and Offline Student Affairs Services and its extent of delivery along Student Welfare, Student Development and Institutional Students Programs and Services

Indicators	SAS Coordinator		Students	
	WM	Description	WM	Description
(Information and Orientation Services) 1. Create contents and materials that can be downloaded, develop other platforms for orientation, conduct synchronous and asynchronous sessions and or live broadcasts using different media platforms.	4.63	Highly Implemented	4.21	Implemented
(Guidance and Counselling Services) 2. Conduct remote psychological first aid, tele – counselling and/or tele – mental health through online platforms.	4.25	Implemented	3.79	Implemented
(Career and Job Placement Services) 3. Provides links on resources for job applications opportunities and legal considerations.	4.13	Implemented	3.76	Implemented
(Economic Enterprise Development) 4. Conduct online entrepreneurial initiatives and webinars on financial literacy.	2.25	Less Implemented	3.70	Implemented
(Student Handbook Development) 5. Make available online version (e – handbook) of the guidebook/handbook on the HEI website or other digital platforms.	3.63	Implemented	3.37	Moderately Implemented
Overall Weighted Mean	3.78	Implemented	3.77	Implemented

There are different students' services offered under three (3) categories namely: student welfare, student development and the institutional student programs and services. The top three (3) availed services of the students were information and orientation services, admission services and scholarships and financial assistance and the two (2) least availed services were student housing and residential and leadership training. For online services on student welfare, under information and orientation services, economic enterprise development and student handbook development they were interpreted as highly and less implemented for SAS coordinators and moderately implemented for students respectively and other services were implemented.

Indicators	SAS Coordinator		Students	
	WM	Description	WM	Description
(Information & Orientation Services) 1. Send printed or digital information and orientation materials to students via courier or distribution of USB.	3.38	Moderately Implemented	4.17	Implemented
(Guidance and Counselling Services) 2. Conduct remote psychological first – aid, tele – counselling and/or tele – mental health through mobile or headline.	3.75	Implemented	3.59	Implemented
(Career and Job Placement Services) 3. Send via courier printed Career Services Packets containing possible job opportunities, the profile of hiring companies, tips on securing jobs, etc.	3.38	Moderately Implemented	3.41	Moderately Implemented
(Economic Enterprise Development) 4. Provide printed information materials on the different opportunities for loans and educational assistance for students and financial literacy.	3.43	Moderately Implemented	3.68	Implemented
(Student Handbook Development) 5. Send the hard copy of the guidebook/handbook to the students via courier or distribution to designated pick – up points.	4.25	Implemented	3.86	Implemented
Overall Weighted Mean	3.64	Implemented	3.74	Implemented

For offline services, information and orientation services, career and job placement and economic enterprise development gained a verbal interpretation of moderately implemented for SAS coordinators and students on career and job placement as well and other services were implemented. However, with an overall weighted mean of 3.78 and 3.77 for the online services and 3.64 and 3.74 on the offline services, the extent of the delivery of the programs under student welfare is interpreted as implemented.

Indicators	SAS Coordinator		Students	
	WM	Description	WM	Description
(Student Organization & Activities) 1. Student organizations can conduct online activities but must be reported in advance to SAS for proper monitoring.	4.57	Highly Implemented	4.02	Implemented
(Leadership Training) 2. Organize webinars on leadership training.	4.43	Implemented	4.13	Implemented
(Student Council/Government) 3. HEI shall provide the Student Council/Government online platforms, virtual meeting rooms, etc.	4.71	Highly Implemented	4.04	Implemented
(Student Discipline) 4. Provide an online student discipline process (Students Desk managed by a committee that will handle student complaints (grievances) following standard protocols.	4.14	Implemented	3.87	Implemented
(Student Publication/Yearbook) 5. Provide online platforms for student publications.	3.50	Implemented	3.70	Implemented
Overall Weighted Mean	4.27	Implemented	3.95	Implemented

programs under student development, for online student organization and activities and student council government was deemed highly implemented for SAS coordinators.

Indicators	SAS Coordinator		Students	
	WM	Description	WM	Description
(Student Organization and Activities) 1. Allow submission of recognition/accreditation documents through couriers or at drop – off points in the schools.	3.75	Implemented	4.07	Implemented
(Leadership Training) 2. Send printed materials on leadership training modules.	3.25	Moderately Implemented	4.00	Implemented
(Student Council/Government) 3. Student activities are determined by student council/government in consonance with health and safety protocols issued by DOH and IATF regarding conduct of face to face activities.	3.88	Implemented	4.31	Implemented
(Student Discipline) 4. Students may file their grievances or complains through courier or drop – off.	3.50	Implemented	3.47	Moderately Implemented
(Student Publication/Yearbook) 5. Send student publications via courier or pick – up.	2.88	Moderately Implemented	3.71	Implemented
Overall Weighted Mean	3.45	Moderately Implemented	3.91	Implemented

For offline services, leadership training and student publication/yearbook obtain an interpretation of moderately implemented for SAS coordinator and the same interpretation on student discipline for students. All other services were implemented. Overall, online programs were deemed implemented with a weighted mean of 4.27 and 3.95. The offline services were deemed moderately implemented by the SAS Coordinators respondents with a weighted mean of 3.45 and implemented for the students with a weighted mean of 3.91.

Indicators	SAS Coordinator		Students	
	WM	Description	WM	Description
(Admission Services) 1. There shall be online enrollment.	4.00	Implemented	4.07	Implemented
(Scholarships and Financial Assistance) 2. There shall be an online application for submission of documents (in home visitation).	4.50	Highly Implemented	3.72	Implemented
(Health Services) 3. Provide tele and online medical consultations, digital format of forms and prescriptions.	2.88	Moderately Implemented	3.36	Moderately Implemented
(Safety and Security Services) 4. Conduct webinars on safety and security during disaster.	4.25	Implemented	4.00	Implemented
(Student Housing and Residential Services) 5. Provide information on school zones and student housing in surrounding areas online.	2.71	Moderately Implemented	3.41	Moderately Implemented
(Multi – Faith Services) 6. HEI may host online worship services for various faith.	3.25	Moderately Implemented	3.84	Moderately Implemented
(Services for Students with Special Needs and Persons with Disabilities) 7. Same services shall be provided in consideration with their specific needs. If with disabilities, provide services in consultation with the National Council on Disability Affairs.	3.14	Moderately Implemented	3.61	Implemented
(Cultural and Arts Programs) 8. Aid the academic sector in the creation of online instructional materials for the promotion and conservation of national culture and multi – cultural heritage.	3.63	Implemented	3.87	Implemented
(Sports Development Programs) 9. Conduct or host individualized physical fitness program through online platforms.	3.29	Moderately Implemented	3.87	Implemented
(Social and Community Involvement Programs) 10. May host virtual meetings with LGU's and discuss how students can help their communities.	3.75	Implemented	3.93	Implemented
Overall Weighted Mean	3.54	Implemented	3.77	Implemented

Finally, on the extent of implementation of institutional student programs and services, for online services on scholarships and financial assistance was deemed highly implemented by SAS coordinators and moderately implemented for services on students with special needs and person with disabilities and sports development program. With online health services, student housing and residential and multi – faith were deemed

moderately implemented by the SAS Coordinators and students.

Offline Services under Institutional Student Programs and Services

Indicators	SAS Coordinator		Students	
	WM	Description	WM	Description
(Admission Services) 1. Applicants may submit academic credentials through courier.	4.13	Implemented	4.32	Implemented
(Scholarships and Financial Assistance) 2. Applicants may submit documents via courier.	3.00	Moderately Implemented	4.33	Implemented
(Health Services) 3. Send materials and primer on health and safety protocols via courier.	3.25	Moderately Implemented	3.59	Implemented
(Safety and Security Services) 4. Provide printed materials on safety and security to reduce disaster risk reduction be provided to students via courier.	3.63	Implemented	3.64	Implemented
(Student Housing and Residential Services) 5. Send information materials regarding student housing available in - campus and surrounding areas.	2.50	Moderately Implemented	3.49	Moderately Implemented
(Multi - Faith Services) 6. HEIs determine appropriate strategies.	3.63	Implemented	3.84	Implemented
(Services for Students with Special Needs and Persons with Disabilities) 7. Same services shall be provided in consideration with their specific needs. If with disabilities, provide services in consultation with the National Council on Disability Affairs.	3.14	Moderately Implemented	3.57	Implemented
(Cultural and Arts Programs) 8. Aid the academic sector in the creation of online instructional materials for the promotion and conservation of national culture and multi - cultural heritage.	3.71	Implemented	3.91	Implemented
(Sports Development Programs) 9. Send illustrative materials showing exercises to still encourage physical movement while studying at home.	3.57	Implemented	3.93	Implemented
(Social and Community Involvement Programs) 10. Send information materials on how students can safely volunteer during pandemic.	3.88	Implemented	4.00	Implemented
Overall Weighted Mean	3.44	Moderately Implemented	3.86	Implemented

With offline services, scholarships and financial assistance, health services and services for student with special needs and person with disabilities were interpreted as moderately implemented for SAS coordinators. For offline service on student housing and residential were deemed moderately implemented by SAS Coordinators and students. All other services under this area were implemented. Online services were considered implemented with a weighted mean of 3.54 and 3.744. The offline services on the other hand were considered moderately implemented with a weighted mean of 3.44 for the SAS Coordinators but implemented as perceived by the students with a weighted mean of 3.86.

2. Practices of Student Affairs Services of Private Higher Education Institution

Practices of Student Affairs Services of PHEIs on Student Welfare Services

Indicators	Frequency	Rank
1. The institution through the Guidance Office performs appraisal through well - planned assessment programs and systematically monitors the effectiveness of the guidance activities.	5	1.5
2. The institution establishes a committee that handles the review of pertinent provisions in the student handbook wherein a representative from the student body is included as a regent.	5	1.5
3. Keeps comprehensive reports available to clients.	4	4
4. The institution updates list of addresses or relevant agencies that has linkages with school religiously for possible job placement.	4	4
5. The institution publishes the revised student handbook in to accessible formats.	4	4
6. The institution hires a license guidance counsellor which records counselling notes and maintain document confidentiality.	2	6

PHEIs have distinct practices in the three (3) categories of SAS. Along the different practices of PHEIs in the student welfare category, it was deemed that the appraisal through assessment programs and monitoring the effectiveness of guidance activities, and the establishment of the committee for reviewing provisions on the student handbook were highly practiced by the respondent schools with a frequency of five (5) each respectively. While the least practiced was the hiring of licensed guidance counselors with a frequency of two (2).

Practices of Student Affairs Services of PHEIs on Student Development Services

Indicators	Frequency	Rank
1. A discipline committee is established in the institution.	8	1
2. The institution encourages student organizations to embed in their Constitution and By - laws the participation to activities initiated by the government and non - government organizations specifically activities on Awareness on Drug Abuse Prevention.	7	3
3. The institution ensures that leadership training programs are provided and opportunities for interaction with counterparts from other institutions.	7	3
4. The institution supports the establishment of student publication as a rule of law presented in the Campus Journalism Act of 1991.	7	3
5. The institution recognizes the right of the students to govern themselves thereby conducting elections for student regents.	6	5.5
6. The institution formulates rules and regulations on gender and disability in consonance with student policies and the faculty.	6	5.5
7. The institutions establish a system of accreditation, re - accreditation monitoring, and evaluation of student organizations and activities.	5	7

Along the student development category, the establishment of a discipline committee in the institution was highly practiced by PHEIs with a frequency of eight (8) and in rank one (1). Tied with a frequency of seven (7) were the institution's encouragement on student organization the participation to activities initiated by government and non -government organization, ensuring leadership training programs are provided and supporting the establishment of student publication. While the least practiced is the implementation of accreditation and re - accreditation schemes for the student organizations with a frequency of five (5) and in rank seven (7).

Practices of Student Affairs Services of PHEIs on Institutional Student Programs and Services

Indicators	Frequency	Rank
1. The institution facilitates the delivery of admission services to its students thereby providing an admission policy which reflects procedures and requirements for admission.	8	1
2. The institution ensures the rights of a student to practice his/her religion.	7	3
3. The institution provides opportunities for culture and arts appreciation.	7	3
4. The institution ensures that students are insured in their field work days.	7	3
5. The institution offers student scholarships in various forms and accessible modalities with appropriate guidelines for screening and monitoring.	6	6
6. The institution ensures the safety and security of its student and employees by following rules and regulations provided for by law. Including but not limited to periodical conduct of earthquake and fire drills, DRRM concerns, PWD needs, compliance to safety and security protocols.	6	6
7. The institution ensures the provision of opportunities for meaningful socio - civic involvement of students. Including among others volunteerism, environment protection and the like.	6	6
8. The institution sets a criteria for safety and sanitary conditions of food outlets within the school.	5	10.5
9. The institution coordinates with local government for food safety service outside school premises.	5	10.5
10. The institution provide primary health care and services administered by licensed medical and dental and allied professionals to all students. Hence, creating mechanisms to promote healthy lifestyle.	5	10.5
11. The school promotes the establishment of different entrepreneurial mechanisms to develop student economic enterprises.	5	10.5
12. The institution ensures that academic accommodation is available to PWD by establishing provisions on the admission services and retrofittings facilities for PWDs.	5	10.5
13. The institution ensures that mechanisms for promoting national, sectoral and cultural sports activities.	5	10.5
14. The institution integrates provisions for admission of foreign students.	4	14.5
15. The institution shall establish a mechanism to fit into the needs of foreign students.	4	14.5
16. The institution maintains a list of student dormitories and housing.	3	16

Along the institutional student programs and services, the admission services for students were highly practiced with a frequency of eight (8) and in rank one (1). Tied with a frequency of seven (7) were ensuring the right of student to practice his/her religion, providing opportunities for culture and arts appreciation and ensuring students are insured in their field work days. While the least practiced were the maintaining of list of dormitories and housing with a frequency of three (3) and in rank 16.

3. Problems encountered on the Delivery of Student Affairs Services by the SAS Coordinators and Students

There are a variety of problems encountered by both SAS coordinators and students. For the SAS Coordinators, the frequent change in community

quarantine classification and the limited number of SAS personnel, both with a frequency of six (6) and in rank one (1). The least problem experienced was the lack of funding and school budget allocation for SAS, which was in rank 11.

Problems encountered on the delivery of services by the Student Affairs Services Coordinator

Problems	Frequency	Rank
1. Frequent changes in community quarantine classifications.	6	1.5
2. Limited personnel in SAS office.	6	1.5
3. Downgraded and not updated facilities and resources in the new normal education.	5	3.5
4. SAS Coordinator is holding other designation in school.	5	3.5
5. Unstable and poor internet connection.	4	5
6. Failure to implement SAS programs due to extraordinary circumstances.	3	7.5
7. Inactive participation and limited feedbacks on programs conducted by the school.	3	7.5
8. Lack of monitoring and evaluation system in the SAS programs.	3	7.5
9. Lack of established connection to different stakeholders to support programs and activities.	3	7.5
10. Lack of facilities to support SAS programs.	2	10
11. Lack of school funding and budget allocation for student affairs services.	0	11

For the students, the unavailability of gadgets and stable internet connectivity, with a frequency of 30 and in rank 1. Limited school funds to support activities initiated by students with a frequency of 25 at rank 2 and delayed posting of incoming activities and services with a frequency of 17 and in rank 3. While the bottom two (2) experienced problem was unavailability of school management system for distance education with a frequency of ten (10) and in rank 10 dealing with the SAS personnel who were not approachable, with a frequency of eight (8) and in rank 11.

Problems encountered on the Delivery of Student Affairs Services by the Students

Problems	Frequency	Rank
1. Unavailability of gadgets with access to a stable internet connection.	30	1
2. Limited school funds to support activities initiated by the students.	25	2
3. Delayed posting of incoming activities and services.	17	3
4. Lacks detailed orientation on all services offered by the Student Affairs Services Office.	15	4
5. Frequent changes in community quarantine classifications.	13	6
6. Limited programs and services offered by the Student Affairs Services Office.	13	6
7. Limited facilities to access programs and services.	13	6
8. Limited personnel in SAS office to cater transactions.	11	8.5
9. Delayed in processing of needed service or transaction in Student Affairs Services Office.	11	8.5
10. Unavailability of School Management System for distance education.	10	10
11. Student Services personnel are not approachable.	8	11

4. Action plan for the enhancement of the implementation of Student Affairs Services (SAS) programs.

To provide remedy to the enumerated problems and shortcomings of the SAS in each school, an action plan was crafted by the researcher which is centered on the improvement of SAS delivery to students.

It specifically aims to: a) Formulate a short term Action Plan that would clearly look into the different problems encountered by the PHEIs along the different categories; b) Propose programs and activities to help alleviate the school from identified weaknesses of the implementation of the program; c) Invoke the involvement and cooperation of the members of the school administration to elicit productive ideas and enhance the implementation of SAS programs; d) Encourage a dynamic, proactive, cooperative and committed members of the institution.

PRIORITY IMPROVEMENT	OBJECTIVES	PROGRAMS, PROJECTS & ACTIVITIES	RESOURCE REQUIREMENT	TIMELINE	EXPECTED OUTCOME
STUDENT WELFARE SERVICES					
Hiring of Licensed Guidance Counselor	- To look for qualified and licensed guidance counselor	1. Post job hiring opportunities for Guidance Counselor. 2. In the absence of licensed guidance counselor, administrators may designate a qualified guidance coordinator.	Human: SAS Coordinators School Administrators Human resource officer	1 st Quarter of School Year	School will have a qualified guidance counselor/ Coordinator to make sure that guidance services are up and running.
Economic Enterprise programs for students	- To propose and implement programs regarding: a. Financial Literacy b. Business Opportunities c. Online business Library	1. Submit proposal for a 3-day activity on the mentioned topics. 2. Contact possible resource speakers. 3. Present programs to the school administration for approval 4. Implement the programs.	Human: Program School Admin Invited Resource Speaker Material: Pen, paper, projector, laptop Financial: P 10,000.00	Quarterly	Students will gain pertinent knowledge about financial literacy, business opportunities and Online business literacy.
STUDENT DEVELOPMENT SERVICES					
Accreditation program for student organizations	- To create a set of rules for the accreditation program and re-accreditation program for all existing organizations. - Monitor student organization activities, finances and accomplishments.	1. Creation of committee that will handle student organization accreditation. 2. Sanction accreditation rules and regulations for student organizations.	Human: School Administrators SAS coordinators Student Representative Material: Pen, Paper, Functional Computer Set and Printer Financial: P 30,000.00	Start of School Year	Accredited student organizations to monitor activities, finances and accomplishments.
Student Virtual Publication Space	- Create an online virtual space for student publications and other student organizations for the SY.	1. Prepare proposal for the creation of the virtual space. 2. Present proposal to the school administration for approval.	Human: SAS coordinators System Administrator School Administration	1 st Quarter of School Year	Maintain an online virtual space supervised by the SAS coordinator for student publications and organizations activities.

	the supervisors of the organization advisers.	3. Execute and implement the program.	Material: Stable Internet Connection, Laptop, Pen and paper Financial: P 75,000.00		
Student Governance Training (SGT)	- Implement 3 days webinar activity for all elected officers that would include: a. team building activities b. leadership skills training activities c. parallel sessions d. preparation of work and financial plan for the SY. e. plenary session.	1. Prepare proposal for Student Governance Training 2. Present proposal to school administration for approval. 3. Implement the program.	Human: SAS Coordinator Program Student Council Officers School Administrators Organization Advisers Material: Pen and paper Laptop, printer Stable Internet Connection Financial: P 150,000.00	2 nd Quarter of School Year	- Student leaders will become prepared to take on the challenges to lead their co-students - Unified calendar of student activities for the whole school year.
INSTITUTIONAL STUDENT PROGRAMS AND SERVICES					
Listing of dormitories and boarding houses near the school premises	- To submit an updated list of available rooms and boarding houses for rent near the school premises.	- Inspect nearby dormitories and boarding houses, if conducive for living. - Publish list on school website or SAS virtual space.	Human: SAS Coordinator School Administrators Safety Officer Material: Pen, Paper, Printer Financial: P 0.00	1 st Quarter of School Year	Maintained updated list of available rooms, boarding houses and dormitories for rent near the school premises.
Basic Safety and Life Support Evacuation	- To create brochures about Basic Safety and Life support to be distributed to the students in hard copy. - To create brochures about Basic Safety and Life support	1. Create proposed design for brochures. 2. Seek assistance from safety and health officer of the school for possible content.	Human: SAS Nurse/Physician Safety Officer SAS Coordinator Program School administrators	1 st Quarter of School Year	Maintain and updated back-ups of brochures on safety and security.

	made available to student centers and school clinic.	3. Present design and content of brochures to the school administration for approval. 4. Produce copies for distribution and display at student centers and school clinic.	Material: Pen, paper, laptop, printer Financial: P 20,000.00		
OTHER PROGRAMS					
Strategies for effective delivery of SAS that will address the different Community Quarantine Classification (CQC)	- To create flexible strategies applicable to the different CQC.	1. Launch SAS programs in Different Social Media profiles. 2. Create a virtual space for all SAS programs. 3. Designate drop off points conducive for students.	Human: SAS Coordinators School Administrators System Administrators Material: Functional Personal Computer/Laptop Stable Internet Connection Financial: P 7,000.00	Quarterly	SAS coordinators will be able to continue delivery of services whatever the CQC of the City is.

CONCLUSION

From the study, it can be concluded the offline and online services for student welfare were both implemented but a short margin for improvement can be done to achieve an extent of highly implemented state. There is a need to improve the moderately implemented indicators for the offline services which was overall deemed as moderately implemented on student development and institutional student programs and services.

Some SAS practices may vary from school to school and are carried with consideration to the priority programs which students often times avail.

The problems of each PHEIs varies from one another because there are different practices in each PHEI. Effects were seen in the prioritization of programs wherein some components or areas were left unattended and unmonitored.

RECOMMENDATION

The OSAS may create a feedback system to help improve its implementation wherein students can be able to voice out their observations of the implemented

SAS programs and other available programs through the different organizations and student council.

The institution may conduct an annual internal audit of all the programs implemented in the institution, so that problems and shortcomings may be addressed gradually.

The institution may look into the possibility of hiring additional SAS personnel and giving them appropriate trainings and seminars to make the program delivery more effective and efficient and strengthen linkages to help students avail different kinds of support.

The institution may opt to adopt the proposed action plan made by the researcher.

A similar research of the study may be conducted by future researchers on variables focusing on benchmarking the best practices on scholarship and grants, student leadership, community and extension.

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