



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



CHED MEMORANDUM ORDER

No. 08

Series of 2021

SUBJECT: GUIDELINES ON THE IMPLEMENTATION OF FLEXIBLE DELIVERY OF STUDENT AFFAIRS AND SERVICES (SAS) PROGRAMS DURING THE COVID-19 PANDEMIC

In accordance with the pertinent provisions of Republic Act (RA) 7722, otherwise known as the "Higher Education Act of 1994," and by virtue of Commission *en Banc* (CEB) Resolution No. 507-2020 dated 28 July 2020, the Commission on Higher Education (CHED) hereby issues these guidelines on flexible delivery of Student Affairs and Services (SAS) programs during the Coronavirus 2019 (COVID-19) pandemic.

I. RATIONALE

The COVID-19 pandemic brought interruptions in all sectors of the society causing a chain reaction of economic and psycho-social impacts affecting every Filipino citizen.

For the Philippine higher education sector, the learning environment has been severely disrupted, campuses were closed and face-to-face classes were suspended to protect the health and safety of students. But despite these interruptions, CHED ensured 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 faculty members, 2) launching 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.

However, while some HEIs implemented flexible learning, others discontinued the delivery of SAS programs and imposed retrenchment on the SAS personnel. This has caused adverse repercussions as SAS programs serve as the backbone to the holistic development and academic success of students. The delivery of SAS programs is now more crucial considering the effects on the mental health and well-being of 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 the COVID-19 pandemic as well as prepare them on the resumption of classes under the new normal conditions.

II. OBJECTIVES

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."

III. SCOPE AND COVERAGE

These guidelines shall govern the delivery of flexible SAS programs in all public and private HEIs including their campuses/branches, effective Academic Year (AY) 2020-2021 onwards, or until the face-to-face mode of instruction is allowed.

IV. DEFINITIONS

For purposes of these guidelines, the following definitions of the different SAS programs under CMO No. 09, series of 2013, are hereby adopted:

1. **Student Welfare Services** – basic services and programs needed to ensure and promote the well-being of students
 - a. **Information and Orientation Services** – informative activities and materials designed to facilitate student adjustment to life in higher education
 - b. **Guidance and Counseling Services**
 - Guidance service** – a set of services using an integrated approach for the development of individuals primarily by helping them to utilize their potentials to the fullest
 - Counseling** - individual and/or group intervention designed to facilitate positive change in student behavior, feelings, and attitudes
 - Appraisal** - gathering of student-information through psychological tests and use of non-psychometric devices
 - Follow-up** –systematic monitoring to determine the effectiveness of guidance activities, in general, and placement in particular
 - Referral** - coordination with a multi-disciplinary team of specialists to ensure the special needs of students are met
 - c. **Career and Job Placement Services** – assistance provided to students in making informed educational and occupational exploration and career planning
 - d. **Economic Enterprise Development** – services and programs that would cater to the other economic needs of students such as but not limited to 1) student cooperatives, 2) entrepreneurial, 3) income-generating projects, and 4) savings
 - e. **Student Handbook** – process of developing, reviewing and revising the student handbook, in consultation with student representative/s, containing relevant information for the guidance of the students
2. **Student Development Services** – services and programs intentionally designed by the HEI to provide opportunities for student formation and discipline in the context of the 21st century



- a. **Student Organizations and Student Activities** – recognition/ accreditation, supervision, and monitoring of student groups including the evaluation of their activities.
 - b. **Leadership Training** – programs and opportunities to develop and enhance leadership effectiveness in the personal level and student organizations, emphasizing student leadership role in the new normal
 - c. **Student Council/Government** – the student body duly organized and elected at large by the students themselves, with due recognition and authority from the HEI as the students' official representative in matters affecting them
 - d. **Student Discipline** – judicious implementation of institutional rules and regulations governing student behavior and conduct
 - e. **Student Publication/Yearbook** – the official publication/ organ/journal/yearbook and such other student-oriented print and non-print media of the HEI
3. **Institutional Student Programs and Services** – services and programs designed to proactively respond to the basic health, food, shelter, and safety concerns of all types of students.
- a. **Admission Services** – services related to the processing of students' admission to the institution, including requirements
 - b. **Scholarships and Financial Assistance** – generation, management, and/or allocation of funds for scholarship and financial aid to deserving students
 - c. **Food Services** – assurance that adequate, safe and healthy food choices are available within the campus and its immediate vicinity in accordance with the food, safety, and sanitation guidelines of the Department of Health
 - d. **Health Services** – provision of primary health care and wellness programs
 - e. **Safety and Security Services** – provision of a safe and secure environment and that of the members of the academic community
 - f. **Student Housing and Residential Services** – assistance provided to students to ensure access to safe accommodation that is also conducive to learning
 - g. **Multi-faith Services** – provision of an environment conducive to free expression of one's religious orientation in accordance with institutional principles
 - h. **Foreign/International Students Services** – provision of assistance to foreign students to address their needs. HEIs shall provide an integrated



service program catering to the socio-psycho-cultural, academic, and non-academic needs of all international students.

- i. **Services for Students with Special Needs and Persons with Disabilities** – programs and activities designed to provide equal opportunities to students belonging to the vulnerable population, such as but not limited to students with disabilities, students belonging to indigenous groups, students who are solo parents, etc.
- j. **Cultural and Arts Programs** – set of activities designed to provide opportunities to students to develop and enhance talents, abilities, and values for appreciation, promotion and conservation of national culture and multi-cultural heritage.
- k. **Sports Development Programs** – programs designed for physical fitness and wellness of students other than the Physical Education subjects
- l. **Social and Community Involvement Programs** – programs and opportunities designed to develop social awareness, personal internalization and meaningful contribution to nation building

V. IMPLEMENTING GUIDELINES

1. SAS Offices

HEIs shall maintain the operations of their SAS offices/units during the pandemic. These offices shall ensure that students are given proper orientation on the flexible learning systems to be implemented and the type of support services that they can avail to help them adjust and succeed in the new learning environments.

2. SAS Programs Continuity Plans

As a monitoring mechanism to ensure sustainability of SAS programs, HEIs shall submit, their SAS Programs Continuity Plans to the CHED Regional Office within a period of thirty (30) days from the effectivity of these guidelines (refer to **Annex "A"** for the template) for the information and reference of the Commission. The CHEDROs shall maintain a registry of student representatives for the purpose of sending out a student satisfaction survey (refer to **Annex "B"**) on the implementation of SAS programs by their respective HEIs during the pandemic. The survey results shall be used to improve the implementation of the said SAS programs.

The Office of Student Development and Services (OSDS) shall develop a mechanism in providing incentives to HEIs with best practices in the implementation of SAS programs during the pandemic.

3. Fees Related to SAS Programs

HEIs shall be transparent and accountable to the students on how SAS fees will be utilized during the pandemic. Private HEIs may recalibrate their miscellaneous or other school fees for the purpose of supporting the implementation of flexible learning while still providing essential student support services. A separate set of guidelines shall be issued on the recalibration of miscellaneous or other school fees.

4. Mental Health of Students

HEIs shall provide mental health services to ensure the psycho-social and mental well-being of the students during the pandemic such as, but not limited to, Remote Psychological First Aid, Tele-Counselling, and Tele-Mental Health. Qualified staff of the HEIs shall administer a student needs assessment tool to determine the appropriate interventions needed. HEIs, in delivering remote or online guidance and counseling services, are required to observe ethical standards such as protection of the data privacy of students under counselling.

HEIs are also encouraged to re-examine the delivery of their cultural, arts, and sports development programs to contribute to the mental well-being of their students.

Furthermore, HEIs shall institutionalize a mechanism to closely monitor the academic performance, mental health, and psycho-social well-being of students during the pandemic. This monitoring mechanism shall be included in the Student Handbook/Flexible Learning Primers to be disseminated to the students.

5. HEI Partnerships/Collaborations

HEIs are highly encouraged to develop collaborations or consortia among themselves so that critical SAS programs may be provided to all students to ensure their academic success. For this purpose, HEIs may establish library networks so that students may have access to learning materials/resources or online library facilities nearest to them under allowable circumstances.

HEIs are also encouraged to enter into partnerships with international HEIs for benchmarking and/or for sharing experiences and good practices.

6. Electronic Student Database

HEIs shall establish and maintain an electronic database of all their students to effectively disseminate and transmit documents and/or information. The said database will help HEIs monitor the welfare (health and safety) and development of their students during the pandemic.

7. Guidebook on the Implementation of Flexible Learning

HEIs shall supplement their student handbooks with a guidebook/handbook on the implementation of flexible learning. The guidebook/handbook, which shall include etiquette during online classes, tips on sourcing materials online, intellectual property rights, plagiarism, etc., shall likewise be disseminated to the students.

8. Online Platforms

HEIs are advised to create SAS social media platforms/webpage/microsite for efficient dissemination of information to the students and faculty. They are highly encouraged to create offline (e.g. landlines) and online channels (e.g. Viber, Facebook, messenger) to facilitate communication with students.

9. Admission Policies

HEIs that cannot administer admission tests online or through any distance mode may require submission of documents or requirements online (sending through offline email address), via couriers, or drop-off points as instructed by the HEIs to determine the qualifications of entering students for admission purposes. For SUCs, qualifications must include at least the grade point average of student applicants and the availability of slots in the degree program being applied for.

VI. FLEXIBLE DELIVERY OPTIONS

The suggested actions under offline and online flexible delivery options are enumerated below. HEIs may adopt these or develop their own strategies depending on available resources and capability as well as students' needs. However, for offline delivery options, face-to-face delivery is not yet allowed during the pandemic until permitted by CHED/Inter-Agency Task Force on the Management of Emerging and Infectious Diseases (IATF), or other competent government authority.

1. Student Welfare Services

a. Information and Orientation Services

Offline	<ul style="list-style-type: none">Send printed or digital information and orientation materials (brochures, handouts, orientation packets, learning packets, guidebooks, etc.) to students via courier or distribution of USB.
Online	<ul style="list-style-type: none">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.

b. Guidance and Counseling Services

Offline	<ul style="list-style-type: none">HEIs may partner with organizations located where the students are based.Conduct remote psychological first aid, tele-counseling, and/or tele-mental health through mobile or landline.
Online	<ul style="list-style-type: none">Conduct remote psychological first aid, tele-counseling, and/or tele-mental health through online platforms (e.g. online/web counselling).Conduct series of webinars for mental health and wellness using secured digital platforms (e.g. Zoom, DoxyMe).

c. Career and Job Placement Services

Offline	<ul style="list-style-type: none">Send via courier printed Career Services Packets containing possible job opportunities, the profile of hiring companies, tips on securing jobs, etc.
Online	<ul style="list-style-type: none">Conduct virtual career fairs, with clearance from DOLE.May form partnerships with career fair organizers such as DOLE, jobs180, Kalibr, and LinkedIn.

	<ul style="list-style-type: none"> • Conduct webinars on personality development, resume writing, etc. • Provide links (e.g. DOLE links) on resources for job applications, opportunities, and legal considerations (e.g. labor rights).
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d. Economic Enterprise Development

Offline	<ul style="list-style-type: none"> • Provide printed information materials on the different opportunities for loans and educational assistance for students and financial literacy.
Online	<ul style="list-style-type: none"> • Conduct online entrepreneurial initiatives and webinars on financial literacy. • Provide online platforms or mechanisms for the delivery of services (student loans, etc.). • Institutionalize online process or mechanism for a student loan to ensure collection of fees. • Make information available through digital platforms (chatbots, website, social media, etc.).

e. Student Handbook Development

Offline	<ul style="list-style-type: none"> • Send the hard copy of the guidebook/handbook to the students via courier or distribution to designated pick-up points. • Send printed materials on the FAQs and primer on important details the students need to know.
Online	<ul style="list-style-type: none"> • Make available online version (e-handbook) of the guidebook/handbook on the HEI website or other digital platforms. • Provide online FAQs related to the different services and policies. • Provide primers that are downloadable and can be part of the orientation for the new students. • Strongly emphasize observance of proper discipline even on online classes and interactions (online etiquette), access to resources on e-citizenship, digital well-being, digital safety, etc.

2. Student Development Programs

a. Student Organizations and Activities

Offline	<ul style="list-style-type: none"> • Allow submission of recognition/accreditation documents through couriers or at drop-off points in the schools.
Online	<ul style="list-style-type: none"> • Allow online submission of applications for accreditation and re-accreditation of student organizations. • Student organizations can conduct online activities but must be reported in advance to SAS for proper monitoring. • HEI shall provide online platforms or virtual meeting rooms to student organizations for their student activities.

b. Leadership Training

Offline	<ul style="list-style-type: none"> • Send printed materials on leadership training modules.
Online	<ul style="list-style-type: none"> • Organize webinars on leadership training. • Provide online resources on or links to leadership. • Provide students a list of online seminars-workshops and conferences. • Allow students to participate as official representatives in online seminars, workshops, conferences, etc.

c. Student Council/Government

Offline	<ul style="list-style-type: none"> • To be determined by the student council/government as long as they abide by the health and safety protocols of the DOH and IATF for face-to-face activities.
Online	<ul style="list-style-type: none"> • HEI shall provide the Student Council/Government online platforms, virtual meeting rooms, etc.

d. Student Discipline

Offline	<ul style="list-style-type: none"> • Send student discipline policies, which should be part of the student handbook, via courier or via pick-up. • Students may file their grievances or complaints through courier or drop-off.
Online	<ul style="list-style-type: none"> • Include in virtual orientations highlighting positive reinforcement of behaviors producing resilient and well-mannered individuals. • Provide an online student discipline process (Students Desk) managed by a committee that will handle student complaints (grievances) following standard protocols.

e. Student Publication/Year Book

Offline	<ul style="list-style-type: none"> • Send student publications via courier or pick-up.
Online	<ul style="list-style-type: none"> • Conduct webinars on online campus journalism. • Provide software for students to convert print campus journals to e-publication. • Provide online platforms for student publications.

3. Institutional Student Development and Services

a. Admission Services

Offline	<ul style="list-style-type: none"> • Applicants may submit academic credentials through courier.
Online	<ul style="list-style-type: none"> • During admission, applicants can submit scanned copies of basic admission credentials, but with undertaking on the submission of not readily available documents. Once admitted they are required to submit original credentials. • There shall be online enrollment. • May conduct time-bound online entrance examination for applicants.

b. Scholarships and Financial Assistance

Offline	<ul style="list-style-type: none">• Applicants may submit documents via courier.
Online	<ul style="list-style-type: none">• There shall be an online application for submission of documents (no home visitation).• Application documents shall be made available online for easy download.• If there are available funds, HEIs may offer financial assistance to support technological requirements of students for flexible learning.

c. Food Services

Offline	<ul style="list-style-type: none">• No food services during pandemic.
Online	<ul style="list-style-type: none">• Not applicable.

d. Health Services

Offline	<ul style="list-style-type: none">• Send materials and primer on health and safety protocols via courier.
Online	<ul style="list-style-type: none">• Provide tele- and online medical consultations, digital format of forms and prescriptions.• Conduct webinars on health and wellness.

e. Safety and Security Services

Offline	<ul style="list-style-type: none">• Provide printed materials on safety and security to reduce disaster risk reduction be provided to students via courier.• Activate the school DRRM to be ready to respond in case of disasters.
Online	<ul style="list-style-type: none">• Provide online materials on the safety and security during disaster.• Conduct webinars on safety and security during disaster.

f. Student Housing and Residential Services

Offline	<ul style="list-style-type: none">• Send information materials regarding student housing available in-campus and surrounding areas.• Provide informational materials on safety protocols in dormitories and boarding houses.• School dormitories may be opened but must comply with health and safety protocols.
Online	<ul style="list-style-type: none">• Provide information on school dorms and student housing in surrounding areas online.

g. Multi-faith Services

Offline	<ul style="list-style-type: none">• HEIs determine appropriate strategies.
Online	<ul style="list-style-type: none">• HEIs may host online worship services for various faith.

h. Foreign/International Students Services

Offline	<ul style="list-style-type: none">• Send appropriate informational materials through courier.
Online	<ul style="list-style-type: none">• Conduct online orientations for foreign students on visa requirements, etc.• Provide appropriate services offered to foreign students through online platforms.

i. Services for Specific Students

Offline	<ul style="list-style-type: none">• 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.
Online	<ul style="list-style-type: none">• 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.

j. Cultural and Arts Programs

Offline	<ul style="list-style-type: none">• Provision of artistic training materials (e.g. printed or email) that the student artists can learn in their own time.• Send information and video materials that can be used by the general student body on using the arts for general wellness (i.e. meditation, arts therapy through music, dance and theatre exercises).• Aid the academic sector in the creation of online instructional materials for the promotion and conservation of national culture and multi-cultural heritage.• Assist in staging online institutional events.
Online	<ul style="list-style-type: none">• Provision of artistic training materials for student artists.• Synchronous delivery of regular artistic trainings and meeting rooms for student artists.• Host virtual cultural and artistic performances.• Creating virtual platforms for cultural and artistic performances and exhibitions.• Creation of instructional materials to promote wellness through the arts.• Assist in staging online institutional events, local and national cultural/historical celebrations.• Aid the academic sector in the creation of online instructional materials for the promotion and conservation of national culture and multi-cultural heritage.

k. Sports Development Programs

Offline	<ul style="list-style-type: none">• Send illustrative materials showing exercises to still encourage physical movement while studying at home.
Online	<ul style="list-style-type: none">• Conduct or host individualized physical fitness program through online platforms.

I. Social and Community Involvement Programs

Offline	<ul style="list-style-type: none">• Send information materials on how students can safely volunteer during pandemic.
Online	<ul style="list-style-type: none">• May host virtual meetings with LGUs and discuss how students can help their communities.

VII. EFFECTIVITY

These Guidelines shall take effect immediately upon approval.

Issued in Quezon City, Philippines, May 20, 2021.

For the Commission:



J. PROSPERO E. DE VERA III, DPA
Chairman



SAS PROGRAMS CONTINUITY PLAN

PART I. HEI PROFILE

Name of HEI:
Address of HEI:
Type of HEI (SUC, Private, LUC):
Head of SAS:
Contact Details of Head of SAS:
Cell phone No.:
E-mail Address:
Name and Email Address of Student Representative per Year Level:
First Year:
Second Year:
Third Year:
Fourth/Fifth Year:
Graduate Level:

PART II. FLEXIBLE DELIVERY STRATEGIC ACTIONS

A. STUDENT WELFARE SERVICES

SERVICES	OFFLINE	ONLINE
Information and Orientation Services		
Guidance and Counseling Services		
Career and Job Placement Services		
Economic Enterprise Development		
Student Handbook Development		

B. STUDENT DEVELOPMENT SERVICES

SERVICES	OFFLINE	ONLINE
Student Organizations and Activities		
Leadership Training		
Student Council/Government		
Student Discipline		
Student Publication/Year Book		

C. INSTITUTIONAL STUDENT PROGRAMS AND SERVICES

SERVICES	OFFLINE	ONLINE
Admission Services		
Scholarships and Financial Assistance (SFA)		
Food Services		
Health Services		
Safety and Security Services		
Student Housing and Residential Services		
Multi-faith Services		
Foreign/ International Students Services		
Services for Specific Students		
Cultural and Arts Programs		
Sports Development Programs		
Social and Community Involvement Programs		

Prepared by: _____ (Signature over Printed Name) _____ (Position) Date accomplished: _____	Reviewed and Certified Correct: _____ Dean of SAS/VP for SAS	Approved by: _____ President/Head of HEI
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STUDENT SATISFACTION SURVEY ON SAS PROGRAMS

The results of this survey shall be used to improve the implementation the implementation of student affairs and services (SAS) programs by HEIs during the pandemic.

PART I. STUDENT PROFILE

Name of Student:
Email address:
Current location of student:
Name of HEI currently enrolled in:
Location of HEI:
Course (please do not abbreviate):
Year level:
Semester:

Do you have a certified disability?

- ☐ I do not have any certified disability
- ☐ I have a certified learning disability
- ☐ I have a certified physical disability
- ☐ I have both
- ☐ Don't know
- ☐ Prefer not to answer

Do you belong to any Indigenous Group? If yes, please indicate _____

PART II. SURVEY ON SAS PROGRAMS

1. How did you access the learning modalities of your course?
 - ☐ Learning packets/printed modules
 - ☐ Online learning
 - ☐ Combination of printed and online
 - ☐ Others (please indicate) _____
2. Please indicate the student affairs and services you are familiar with that are being provided to you by your school:
 - ☐ Information and orientation services
 - ☐ Guidance and counseling services
 - ☐ Career and job placement services
 - ☐ Economic enterprise development
 - ☐ Student handbook development
 - ☐ Student organizations and activities
 - ☐ Leadership training
 - ☐ Student council/government
 - ☐ Student discipline
 - ☐ Student publication/yearbook
 - ☐ Admission services
 - ☐ Scholarship and financial assistance
 - ☐ Food services

- ☐ Health services
 - ☐ Safety and security services
 - ☐ Student housing and residential services
 - ☐ Multi-faith services
 - ☐ Foreign/international students services
 - ☐ Services for specific students (students with disabilities, students belonging to indigenous groups, students who are solo parents, etc.)
 - ☐ Cultural and arts program
 - ☐ Sports development program
 - ☐ Social and community involvement program
 - ☐ Others (please indicate) _____
3. Identify one service that you liked the most and was very helpful to you during this pandemic.
4. Identify one service that you did not like the most and was not very helpful to you during this pandemic.
5. Indicate the three (3) student affairs and services you would like for your school to provide.
- ☐ Information and orientation services
 - ☐ Guidance and counseling services
 - ☐ Career and job placement services
 - ☐ Economic enterprise development
 - ☐ Student handbook development
 - ☐ Student organizations and activities
 - ☐ Leadership training
 - ☐ Student council/government
 - ☐ Student discipline
 - ☐ Student publication/yearbook
 - ☐ Admission services
 - ☐ Scholarship and financial assistance
 - ☐ Food services
 - ☐ Health services
 - ☐ Safety and security services
 - ☐ Student housing and residential services
 - ☐ Multi-faith services
 - ☐ Foreign/international students services
 - ☐ Services for specific students (students with disabilities, students belonging to indigenous groups, students who are solo parents, etc.)
 - ☐ Cultural and arts program
 - ☐ Sports development program
 - ☐ Social and community involvement program
 - ☐ Others (please indicate) _____

6. Please tell us how much you agree or disagree with the following specific areas by placing a check mark (✓) indicating your response:

Areas	Response					
	Very Dissatisfied	Dissatisfied	Neither Satisfied or Dissatisfied	Satisfied	Very Satisfied	Don't know
The school personnel including the faculty, advisers, student affairs and services were accessible and courteous to answer questions or provide feedback.						
The orientation conducted by the school on flexible learning and student affairs and services were clearly outlined.						
The student handbook provided by the school contains information such as contact numbers of school personnel, how to access student services, etc.						
The services to ensure psycho-social and mental well-being during the pandemic are administered regularly.						
The services provided are accessible to students with disabilities, students belonging to indigenous groups, students who are solo parents, etc.						
The school provided career and occupational opportunities.						
The school supported online activities of student organizations.						
The school supported the student council/government.						
The school publication is active and accessible.						
The school personnel in the admissions'/registrar's office are helpful.						

Areas	Response					
	Very Dissatisfied	Dissatisfied	Neither Satisfied or Dissatisfied	Satisfied	Very Satisfied	Don't know
The school provided accessible information to having a healthy lifestyle.						
The school provided accessible health services such as online medical consultations among others.						
The school provided a safe online/distance/flexible learning environment.						
The school provided accessible and safe student housing or residential services.						
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.						
The sports development program provided physical fitness and wellness other than Physical Education subjects.						
Overall, how satisfied or dissatisfied were you with the student affairs and services during the pandemic?						

7. What are your suggestions to improve the delivery of student affairs and services during the pandemic?

Thank you