Stakeholder's Satisfaction in Response and Accomplishments of Pangasinan State University, Lingayen Campus during the COVID-19 Pandemic

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Abstract

Universities and academic institutions worldwide were challenged and disrupted recently by the global public health crisis. In the early weeks of the pandemic, classes were suspended, and many school administrators were at a loss in determining their next steps. Despite the extreme difficulties faced, school administrators and faculty members had to ensure that learning could continue in an alternative setting that would not necessarily require face-to-face interactions. This paper provides analysis of the Pangasinan State University, Lingayen Campus's responses and accomplishments from the start of the Pandemic in March 2020 to September 2022. Throughout this period, Pangasinan State University, Lingayen Campus displayed unwavering dedication to meeting the diverse needs and expectations of its stakeholders. Despite the extraordinary challenges, the institution consistently garnered high satisfaction ratings across various criteria. This demonstrated commitment to excellence and adaptability was particularly evident in its successful transition to remote learning, efficient communication and information dissemination, and noteworthy efforts in research, community engagement, health and safety measures, as well as accomplishments and recognitions. In essence, this study underscores how Pangasinan State University, Lingayen Campus rose to the occasion during the formidable pandemic era, exhibiting resilience, innovation, and a profound commitment to maintaining a positive impact on its students, employees, stakeholders, and the broader community.

Keywords: adaptability, best practices, flexible learning, pandemic, Pangasinan State University, stakeholder.

1.   Introduction

The year 2020 will be remembered as one of the most appealing and challenging times in humanity's history. The entrance of COVID-19 in the first quarter of the same year challenged learning institutes worldwide. Besides, it positioned all sectors of private and public instrumentalities to be attuned to and responsible for its raging impact globally. The world witnessed business closures of organisations that operated for years because they could no longer sustain their operations and resorted to shutting down (Adnan & Anwar, 2020; Fauzi & Sastra Khusuma, 2020; Nguyen et al., 2020; Toquero, 2020; Wu et al., 2020; Zhang et al., 2020).

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However, the Pangasinan State University (PSU) vowed to remain steadfast and true to its corporate Vision, Mission, Goals, and Objectives amidst disruption! We will be unstoppable in our vision to become an ASEAN Premier State University in 2025, coupled with the relentless help, support, and encouragement of our friends from all sectors and different walks of life. To date, fighting the Novel-Coronavirus requires gargantuan effort and responsive mechanisms to continue the legacy of our dear Alma Mater in its most challenging times. Joining the legion of solution-finders with the present contingencies, with widely-open arms, the university embraced the thriving changes and needs of the education sector enthralled with its four-fold mandates—Research, Extension, Instruction, and Production (Pangasinan State University, 2016).

The university carries a flagship of a Lion's Leadership, supporting online distance learning modalities. Indeed, as one way of promoting continuous education despite the pandemic, the University subscribed to an online learning platform, i.e., MSTeams or Microsoft Teams, to brace the nine (9) campuses in the Province. Through this Learning Management System, flexible learning education was way beyond the expectations of learners who envision a brighter future. Thus, traditional learning approaches and chalk talk discussions were no more, to be replaced by novel approaches that were better aligned with the new norm.

Together, we enjoined our trusted confidants in the journey of flexible education, all the educational Institutions supervised by the Commission on Higher Education (CHED), Technical Education Skills and Development Authority, and Department of Education, whose feet are on the same stance and move. We shall continuously instil hopes, dreams, and aspirations from a learner's heart who is determined to enrol and educate himself, grow holistically, and improve more of his acquired knowledge, skills, attitude, competencies, and talents necessary to succeed best in life. The PSU embraced all these challenges that beset continuing education opportunities, magnifying its impact as the university seized possibilities in championing the expectations of the pandemic to keep sustaining its stellar position among the State Universities and Colleges. During the tumultuous period of the COVID-19 pandemic, PSU Lingayen Campus demonstrated remarkable adaptability and dedication, significantly influencing stakeholder satisfaction. The results of this paper can be emulated by other state universities and colleges as best practices. This paper provides information on PSU Lingayen Campus's response and accomplishments from the start of the pandemic in March 2020 to September 2022. It provides information about the campus's best practices aligned with the university's strategic direction under the leadership of the Campus Executive Director. The paper also discusses the satisfaction of its stakeholders in response to Pangasinan State University's action during the COVID-19 pandemic.

2. Literature Review

In response to the sudden shift to remote learning, universities embraced innovative pedagogical approaches to maintain the quality of education. Faculty members demonstrated adaptability and creativity by integrating technology into their teaching practices (Dash et al., 2021; Lestiyanawati & Widyantoro, 2020). For instance, some institutions adopted blended learning models, which combined synchronous and asynchronous instruction to cater to diverse learning styles and promote engagement (Moorhouse, 2020; Oztok et al., 2013). Such approaches aimed to replicate the benefits of in-person learning while harnessing the unique advantages of online education, such as flexibility and accessibility. These innovative strategies not only supported the continuity of education but also emphasized the importance of adaptability and the incorporation of technology into teaching practices, skills that are likely to remain relevant in the post-pandemic era (Kapasia et al., 2020; Zhang et al., 2020).

Amid the transition to remote learning, state universities and colleges around the Philippines recognised the need to bolster student support services. Ensuring students' well-being and equitable access to education became paramount concerns. To address these issues, universities expanded their virtual support services, offering online counselling, mental health assistance, and academic advisory support. Pangasinan State University's response is one of the models of excellent student services during the pandemic. Recognising the digital divide that disadvantaged some students, institutions went further by providing resources such as laptops and internet connectivity to bridge the gap. These efforts aimed to

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mitigate the potential negative effects of remote learning on students' mental health and academic progress while promoting inclusivity. The provision of robust support services underscored universities' commitment to the holistic well-being of their students, even in the face of unprecedented challenges (Adnan & Anwar, 2020; Luttrell et al., 2020; Spiteri et al., 2022).

Effective communication emerged as a cornerstone of universities' responses to the pandemic. Clear and timely communication was essential for disseminating information about safety measures, changes to academic schedules, and updates on the evolving situation. The research underscores the importance of transparent communication channels in alleviating uncertainty and building trust within the university community (Fauzi & Sastra Khusuma, 2020; Toquero, 2020). Universities leveraged various communication tools, including email, websites, and social media, to keep stakeholders informed and engaged. Moreover, some institutions established dedicated crisis communication teams to manage information flows effectively and respond to stakeholder concerns promptly.

Another response of institutions is about ensuring the health and safety of students, faculty, and staff was paramount. In late 2021, where limited face-to-face contact was possible, universities implemented stringent health and safety measures on their campuses, including mask mandates, social distancing protocols, and regular testing (Ji et al., 2020; Moorhouse, 2020; Pastor et al., 2020; Pastor, 2020b). Compliance with these measures was critical in maintaining a safe learning environment and preventing outbreaks. The adoption of these measures required careful planning and coordination with local health authorities. Universities often communicated their commitment to health and safety through various channels to reassure stakeholders and build trust.

Recognising and celebrating accomplishments became a source of motivation and pride for university communities during the pandemic. Institutions that adapted successfully and achieved positive outcomes garnered recognition and accolades(Basilaia & Kvavadze, 2020; Moorhouse, 2020; Setiawan et al., 2021; Toquero, 2020). These achievements ranged from successful remote learning transitions to impactful research contributions. The celebration of accomplishments not only boosted institutional morale but also fostered a sense of resilience among students, faculty, and staff. It highlighted the capacity of universities to navigate challenges successfully and adapt to evolving circumstances. Pangasinan State University's accomplishments during pandemic is a testimony of excellence in higher education during the pandemic.

3.   Research Methodologies

3.1.   Research Design

This study employs a method that combines quantitative and documentary reporting approaches to comprehensively report the accomplishments and the level of satisfaction among stakeholders of the university. The research comprises two main phases: a reporting of accomplishments and a survey-based quantitative analysis.

3.2.   Participants, Data Collection and Analysis

Participants were selected using convenience sampling from different programmes and representation in assessing the satisfaction of students, employees, and stakeholders at PSU Lingayen Campus. For the evaluation of satisfaction, the methodology involved collecting data from a substantial sample of students, categorising their responses into a five-point Likert scale, ranging from "5" indicating the highest satisfaction to "1" representing the lowest. This structured approach allowed for the quantification of satisfaction across specific criteria, such as the transition to remote learning, communication and information dissemination, student support services, research and community engagement, health and safety measures, and accomplishments and recognitions. The Average Weighted Mean (AWM) was calculated to provide a synthesised measure of satisfaction for each criterion, allowing for a quantitative comparison.

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4.   Findings and Discussions

4.1.   Accomplishments of Pangasinan State University, Lingayen Campus

The University's Officials is on the right track in supporting flexible education during the pandemic. Backed with a visionary leadership, we firmly believed that we lost nothing as we, hand-in-hand, journeyed the path of education. Risks are everywhere, but we can probably snatch a portion of the future with our undying advocacies and guiding philosophies as mentors, educators, and humble researchers. The future belongs to those who believe in the colours of their dreams and aspirations in life. Faith in God is our most potent weapon to shield us from sudden hardship and the raging impact of the pandemic while staying authentic, honest, and sincere to our promise. Regardless of our positions and professions in society, it holds if we desire to help others, continue our passion, and be an instrument to the many hopefuls of today's generation. The PSU bridged infinite possibilities as it positioned itself to be instrumental for the lives of multitudes, the community's successes, and the welfare and well-being of its stakeholders today and beyond borders.

4.1.2. Education Must Continue Amidst Disruptions

The prevailing health crisis challenged learning institutes worldwide, where its raging impact could be felt by school communities, at the most. Learning is a continuous process of life, and it is conclusive that a learner should be investing time and effort to learn inside the school, becoming, an avenue wherein his knowledge, skills, and attitude are honed. The PSU advocates these initiatives. It envisioned being the ASEAN premier university in the region while championing the four-fold academic umbrellas posited by Research, Extension, Instruction, and Production. The university became instrumental for total human development and societal transformation through these platforms.

The PSU envisions that education remains the topmost priority to steadfast the pandemic's severe effects. It only proves that the University continues its legacies even in changing times since time immemorial. The university and its president joined the millions of lives, dreamers, and future leaders to continue fulfilling their wishes and aspirations where the university served as a haven in the successful attainment. It welcomes varied opportunities such as education for all, emphasising inclusive education, no rejection policy, and no one left behind, where all learners feel welcome and all their learning needs are met and delivered by the university along with its nine campuses scattered strategically across the Province of Pangasinan. As part of the institution's inclusivity, the university supports plans and programmes necessary to succeed in a pandemic. The university bridged the gap among struggling learners to continue their educational opportunities. This was done through the adoption of technology aids in the actual teaching-learning process, the provisions of smartphones and gadgets, allocation of budgetary school allowances, and support system mechanisms to achieve academic expectations, being together, and embracing each other's arm in succeeding the wrath of the novel coronavirus.

The leadership at PSU traversed far-flung areas by assessing and providing basic needs, especially to challenged families and struggling learners. The University extends support to learners by looking for all possible means to reduce the effect of stress and disarrangement brought on by the pandemic. PSU will continue its mandate and the burning desire inscribed to its corporate vision, mission, and core values to leverage inclusive education for all cascading degree programmes that will serve as passports of future leaders that are responsive to today's eventualities.

The PSU Lingayen Campus is the largest campus in the entire PSU in terms of the student population; it offers 16 different programmes out of the 32 offered by the University. The Campus is divided into six colleges managed by highly competent Deans of the College, who also serve as the Campus Division Supervisors in the different functions aligned to the functions and counterparts of the various university top officials. Under each college are the other Department Chairpersons, who serve as the head of each of the programme offerings.

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The pandemic provided opportunities to improve the technological competencies of educators, where distance education has historically focused extensively on the usage of digital technology such as email, online classes, and document-sharing websites. The Pandemic has highlighted the importance of teachers developing their digital literacy. Thus, PSU Lingayen Campus started its response to the Pandemic by pioneering the Utilization of GSuite Applications (Ventayen et al., 2018). Even before the pandemic, the GSuite Application, which is now Google Workplace, is being used as a productivity tool.

4.1.3. Pioneering in the Utilisation of GSuite and Web Applications

The college of business and public administration's initiative to initially adopt the GSuite application enabled students and faculty members to shift into a fully online delivery while waiting for the implementation and adaption of the Microsoft Teams platform. Before lockdown, the college conducted a survey which gathered student information regarding the capabilities of online education (De Guzman & Pastor, 2020; Pastor, 2020a). A capacity-building training for all faculty members in the college was conducted to expand the utilisation of the platform before its implementation.

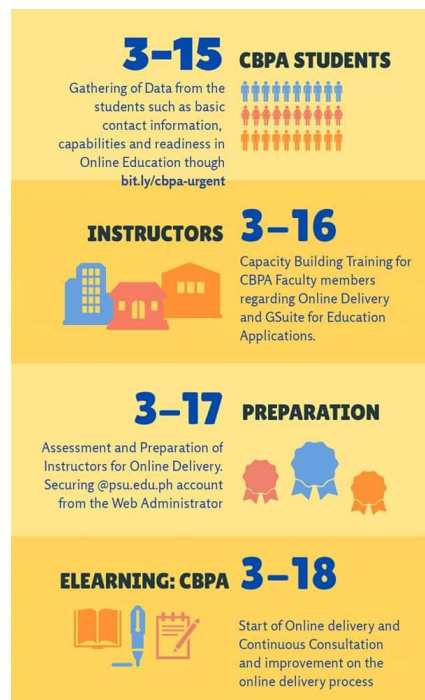**Figure 1.** Infographic regarding the timeline of transition to online learning

Figure 2. Website screenshot regarding the online submission of documents

The utilisation of the university website was maximised to provide online services with the aid of GSuite applications, and online forms were used to efficiently gather documents and to continuously implement the processes of the university.

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4.1.4. Accreditation Status during the Pandemic

The PSU Lingayen Campus implements the leading and pioneering quality assurance mechanisms, and the campus holds various certifications and awards in the field of quality mechanisms and standards like Institutional Sustainability Assessment, Institutional Accreditation, and CHED-Recognized Accreditations. The campus always keeps upgrading the accreditation status of its programmes. Where the table shows that majority of the programmes were visited during the pandemic except for the two programmes which were visited prior to the pandemic. Programme Accreditation being conducted by the Accrediting Agency of Chartered Colleges and Universities of the Philippines serves as an assessment activity of different areas of the programme, including, but not limited to, curriculum, research, and extension to identify the strengths and weaknesses of the programme for improvement and meet the programme quality processes and systems. Said improvements are assessed in the next accreditation visit (Pangasinan State University, 2022).

Table 1. Programme Accreditation Status

N o.	Degree Programme	Accreditation Status	Date of Last Survey Visit
1	Bachelor of Arts in Economics	Level III Re-accredited	July 8-12, 2019
2	Bachelor of Arts in English Language	Level IV Re-accredited	December 7-9, 2022
3	Bachelor of Industrial Technology	Level III Re-accredited	July 8-12, 2019
4	Bachelor of Public Administration	Level III Re-accredited	December 7-11, 2020
5	Bachelor of Science in Business Administration	Level III Re-accredited	December 7-11, 2020
6	Bachelor of Science in Computer Science	Level II Re-accredited	October 12-16, 2020
7	Bachelor of Science in Hospitality Management	Level III Re-accredited	August 15-17, 2022
8	Bachelor of Science in Information Technology	Level II Re-accredited	October 12-16, 2020
9	Bachelor of Science in Mathematics	Level III Re-accredited	December 1-3, 2021
10	Bachelor of Science in Nutrition and Dietetics	Level II Re-accredited	August 16-20, 2021
11	Bachelor of Science in Social Work	Level II Re-accredited	August 16-20, 2021
12	Bachelor of Science in Tourism Management	No Accreditation Status	New Programme
13	Bachelor of Science on Biology	Level I Accredited	May 16-20, 2022
14	Bachelor of Secondary Education	Level III Re-accredited	December 1-3, 2021
15	Bachelor of Technical-Vocational Teacher Education	Level I Accredited	August 16-20, 2021
16	Bachelor of Technology and Livelihood Education	Level III Re-accredited	December 1-3, 2021

PSU Lingayen Campus is also one of the country's first Institutionally Accredited Level 4 together with Tarlac State University and PSU Bayambang Campus. The first Level 4 Phase 1 on the Campus is the Bachelor of Arts in the English Language, and it was visited online last December 20-24, 2021. The grand mean is 4.59, qualifying the programme to undergo Phase 2, scheduled on December 2022. The Bachelor of Science in Secondary Education was visited last December 1 to 3, 2021, for a Level 3 Phase 2 visit. The grand mean of the programme is 4.50, which passed the Level 3 accreditation with flying colours garnering a score that is equivalent to Level 4 Accreditation. The AB English programme, which had an accreditation visit last December 7 to 9, 2022, scored a rating of 4.65, the highest across all level 4 programmes of the university.

4.1.5. Research and Extension for Lingayen Campus Webinar Series 2020

The five-month-long webinar series of the research unit of the campus was started on 14 July 2020, open exclusively to the editorial board of the campus research journals with the topic "Journal Management System using Open Journal System," followed by topics open to all faculty members in the university on 14 August, 14 September, 14 October, 13 November and 14 December 2020. The topics spanned from the basics of research up to advanced topics in research.

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5-day Research and Extension Webinar Series of Pangasinan State University, Lingayen Campus held last August 14, September 14, October 14, November 13, and December 14, 2020 with the following topics discussed:

Technological Tools in Research Writing (Dr. Randy Joy Ventayen - PangSU)
International Standard Format for Research: Proposals to Publication (Dr. Thelma D. Palaoag - UC Baguio)
Quantitative and Qualitative Research Approaches (Dr. Narciso A. Martin, Jr. - DepEd)
Motivation in Research Writing (Dr. Ethel Reyes-Chua - EAC Cavite)
Guide for University Process From Proposals to Presentation and Publication (Dr. Potenciano D. Conte, Jr. - PangSU)
Finding International Refereed Journals for Research Publication (Dr. Randy Joy Ventayen - PangSU)
Rekindling Passion: Finding the WHYs of Research (Dr. Mignodel M. Morales - LPU Batangas)
Research Citation Monitoring (Dr. Randy Joy Ventayen - PangSU)

Figure 3. Screenshot of the website listing the topics covered during the Research and Extension for Lingayen Campus Webinar Series 2020

4.1.6. Asian Multidisciplinary Research Conference 2020

The first Virtual Research Conference of PSU was held at Lingayen Campus with partner organisations including Educators and Researchers' Association in the Asian Region (ERAAR) and the Philippine Association of Research Practitioners, Educators and Statistical Software Users. Asian Multidisciplinary Research Conference is the Annual Conference initiated by ERAAR, which was started in 2018. The CHED endorsed all conferences conducted by ERAAR before the pandemic.

Educators and Researchers' Association in the Asian Region, Inc. (ERAAR)
In Cooperation with
Pangasinan State University Lingayen Campus, PSU Center for Business, Economics and Tourism
Center for Human Welfare, Governance, Policy and Community Development,
PSU Open University Systems and
Philippine Association of Research Practitioners, Educators and Statistical Software Users, Inc.

Asian Multidisciplinary Research Conference (AMRC) 2020
held virtually at the Pangasinan State University Lingayen Campus
on December 18 – 20, 2020.

Figure 4. Screenshot from the website of ERAAR, presenting the details of the conference.

4.1.7. Board Examination and Professional Regulatory Commission Visits

It was the first time in the history of PSU that the social work programme achieved a 95.83 percentage pass rate for first-time exam takers. The Professional Regulatory Commission (PRC) visit, which was also conducted by the PRC, found no violations in the Bachelor of Science Social Work programme.

Table 2. Screenshot from the PRC Website

SEQ. NO.	SCHOOL	FIRST TIMERS				REPEATERS				OVERALL PERFORMANCE			
		PASSED	FAILED	TOTAL	% PASSED	PASSED	FAILED	TOTAL	% PASSED	PASSED	FAILED	TOTAL	% PASSED
87	PANGASINAN STATE UNIVERSITY-LINGAYEN	23	1	24	95.83%	15	10	25	60.00%	38	11	49	77.55%

4.1.8. Research Journal Publications during the Pandemic

Four journals are managed by an editorial board, mostly from PSU Lingayen Campus. The newest addition was Dyornal ng Edukasyon at Araling Panlipunan, launched during the Pandemic.

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The mapping of the Journals covers all the programmes. Each journal plays a role in the publication of student and faculty research all year round.

Table 3. Mapping of Campus Journals to Programmes Offered

Programmes	Thesis Writing	College	Assigned Journal
Bachelor of Secondary Education	Yes*	College of Teacher Education	**Dyornal ng Edukasyon at Araling Panlipunan** E-ISSN: 2815-1909 (2 issues/year - January and June) Established: 2020
Bachelor in Technical-Vocational Teacher Education	No		
Bachelor of Science in Biology	Yes	College of Arts, Sciences and Letters	**Southeast Asian Journal of Arts and Sciences** For ISSN Application (Annually - January) Established: 2019
Bachelor of Arts in English Language	Yes		
Bachelor of Arts in Economics	Yes		
Bachelor of Science in Nutrition and Dietetics	Yes		
Bachelor of Science in Social Work	Yes		
Bachelor of Public Administration	Yes	College of Tourism and Hospitality Management & College of Business and Public Administration	**Southeast Asian Journal of Management and Governance** For ISSN Application (Annually - June) Established: 2019
Bachelor of Science in Business Administration	Yes		
Bachelor of Science in Tourism Management	Yes		
Bachelor of Science in Hospitality Management	Yes		
Bachelor of Science in Mathematics	Yes	College of Computing Sciences & College of Industrial Technology	**Southeast Asian Journal of Science and Technology** P-ISSN: 2672-2984 | E-ISSN: 2672-2992 (annually - December) Established: 2016
Bachelor of Science in Computer Science	Yes		
Bachelor of Science in Information and Technology	Yes		
Bachelor in Industrial Technology	No		
	*Some Specialization		

4.1.9. The Future Direction of Pangasinan State University, Lingayen Campus

As one of the pioneering institutions in quality assurance, PSU expects to submit three programmes for accreditation for Level 4 Phase 2: Bachelor in Industrial Technology; Bachelor of Arts in Economics; Bachelor of Science in Hospitality Management (BSHM); and Bachelor of Science in Tourism Management.

Table 4. Scheduled Accreditation for 2023

No.	Degree Programme	Scheduled Accreditation Level	Date of Proposed Visit
1	Bachelor of Arts in Economics	Level IV Phase 2	June 2023
2	Bachelor of Industrial Technology	Level IV Phase 2	June 2023
3	Bachelor of Science in Hospitality Management	Level IV Phase 2	December 2023
4	Bachelor of Science in Tourism Management	Candidate	December 2023

The growing number of Expanded Tertiary Education Equivalency and Accreditation Programmes (ETEEAP) is also prioritised, and three programmes are expected to open by the SY 2023-2024, which are Bachelor of Science in Business Administration; Bachelor of Science in Information Technology (BSIT); and BSHM. The three additional programmes are carefully mapped based on the existing programmes, where allied programmes can be diverted into prioritised programmes (e.g. Bachelor of Science in Computer Science can be directed to BSIT).

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Table 5. Additional ETEEAP Programmes for 2023

No.	Degree Programmes	Projected Start
1	Bachelor of Science in Business Administration	1st Semester SY 2023-2024
2	Bachelor of Science in Information Technology	1st Semester SY 2023-2024
3	Bachelor of Science in Hospitality Management	1st Semester SY 2023-2024

PSU Lingayen Campus is known as the best research unit in the university, and this should be sustained, citations are closely monitored as part of the research utilisation.

PSU Lingayen Campus, is ambitiously aligning its initiatives to meet international accreditation standards, thereby elevating the quality and global recognition of its educational offerings. To enhance the satisfaction of learners and ensure adherence to their requirements, the university is actively establishing an Educational Organizations Management System. This system aims to streamline educational processes, guaranteeing alignment with learners' needs. The Campus is actively preparing identified programmes showcasing excellence in specific disciplines for international accreditations such as the Accreditation Board for Engineering and Technology, the Philippine Information and Computing Accreditation Board, the Association to Advance Collegiate Schools of Business, and the International Centre of Excellence in Tourism and Hospitality Education in the next few years, demonstrating the institution's commitment to academic excellence on a global scale. In pursuit of excellence, the university is submitting programmes for assessment to the ASEAN University Network-Quality Assurance Programme in the future, aiming to further elevate its educational standards and global competitiveness.

4.2. Satisfaction of Students, Employees, and Communities

Table 6. Satisfaction of Students

STUDENTS										
Criteria	5		4		3		2		1	AWM
Transition to Remote Learning	187	82%	34	15%	4	2%	2	1%	1	0%	4.77
Communication and Information Dissemination	145	64%	79	35%	4	2%	0	0%	0	0%	4.62
Student Support Services	132	58%	86	38%	2	1%	8	4%	0	0%	4.50
Research and Community Engagement	187	82%	30	13%	6	3%	5	2%	0	0%	4.75
Health and Safety Measures	199	87%	21	9%	3	1%	4	2%	1	0%	4.81
Accomplishments and Recognitions	200	88%	23	10%	5	2%	0	0%	0	0%	4.86
										4.72

PSU Lingayen Campus, achieved notable student satisfaction metrics during the COVID-19 pandemic. With approximately 82% of students expressing high satisfaction (ratings 4 and 5) for the transition to remote learning, the university showcased its adaptability and effectiveness in facilitating a seamless online education experience. Moreover, the university's communication efforts received positive feedback, with 64% of students reporting high satisfaction (ratings 4 and 5), indicating that information dissemination was efficient and clear. In terms of student support services, the availability of counselling, mental health assistance, and financial aid earned commendable feedback, with 58% of students expressing high satisfaction (ratings 4 and 5). Furthermore, PSU Lingayen Campus's research and community engagement efforts garnered a high satisfaction rate of approximately 82%, signifying the university's dedication to making meaningful contributions to society. The implementation of stringent health and safety measures during the pandemic resulted in a remarkable 87% satisfaction rate (ratings 4 and 5), demonstrating the university's commitment to ensuring a safe learning environment. Finally, PSU Lingayen Campus's accomplishments and recognitions achieved an outstanding 88% satisfaction rate (ratings 4 and 5),

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elevating the students' pride in and perceptions of their institution. These metrics highlight PSU Lingayen Campus's success in meeting student needs and maintaining a positive learning environment during challenging times, underscoring the university's commitment to continuous improvement.

Table 7. Satisfaction of Employees

FACULTY AND STAFF											
Criteria		5		4		3		2		1	AWM
Transition to Remote Learning	32	64%	11	22%	4	8%	2	4%	1	2%	4.42
Communication and Information Dissemination	42	84%	6	12%	2	4%	0	0%	0	0%	4.80
Student Support Services	23	46%	20	40%	2	4%	5	10%	0	0%	4.22
Research and Community Engagement	23	46%	20	40%	4	8%	3	6%	0	0%	4.26
Health and Safety Measures	22	44%	22	44%	2	4%	4	8%	0	0%	4.24
Accomplishments and Recognitions	39	78%	7	14%	4	8%	0	0%	0	0%	4.70
											4.44

The faculty and staff at PSU provides satisfaction ratings across various criteria during the COVID-19 pandemic. Notably, the transition to remote learning was positively received, with 64% of respondents expressing high satisfaction (ratings 4 and 5), reflecting PSU's successful adaptation to online education. Additionally, communication and information dissemination efforts received high praise, with 84% of participants reporting satisfaction (ratings 4 and 5) due to efficient communication channels. However, there is room for improvement in student support services, research, and community engagement, as well as health and safety measures, where ratings were moderate. Overall, the faculty and staff provide an impressive AWM of 4.44, indicating their dedication to addressing challenges and maintaining a positive environment for students during these challenging times.

Table 8. Satisfaction of Stakeholders

STAKEHOLDERS AND COMMUNITY											
Criteria		5		4		3		2		1	AWM
Transition to Remote Learning	322	76%	72	17%	25	6%	6	1%	1	0%	4.66
Communication and Information Dissemination	324	76%	98	23%	4	1%	0	0%	0	0%	4.75
Student Support Services	235	55%	165	39%	23	5%	3	1%	0	0%	4.48
Research and Community Engagement	300	70%	126	30%	0	0%	0	0%	0	0%	4.70
Health and Safety Measures	210	49%	211	50%	2	0%	2	0%	1	0%	4.47
Accomplishments and Recognitions	389	91%	34	8%	2	0%	1	0%	0	0%	4.90
											4.66

The stakeholders and community members at PSU expressed high levels of satisfaction with various criteria during the COVID-19 pandemic. Notably, the transition to remote learning received significant positive feedback, with 76% of respondents expressing high satisfaction (ratings 4 and 5), showcasing PSU's successful adaptation to online education. Moreover, communication and information dissemination efforts were highly praised, with 76% of participants reporting satisfaction (ratings 4 and 5) due to effective communication channels. Additionally, PSU's accomplishments and recognitions were well-received, with 91% of stakeholders expressing high satisfaction (ratings 4 and 5). The university also received positive ratings for research and community engagement, indicating its dedication to contributing positively to society. However, there is an opportunity for improvement in student support services and health and safety measures, where satisfaction ratings were moderate. Overall, the stakeholders and community members showed appreciation for PSU's efforts during the pandemic, leading to an impressive AWM of 4.66, indicating the university's commitment to addressing challenges and maintaining a positive impact on its stakeholders and the community.

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The outcomes of this study serve as a beacon of best practices that other universities can adopt and emulate. These results represent a benchmark for educational excellence, showcasing practices that can be instrumental for other institutions striving for similar international accreditation standards and continuous improvement.

5.   Conclusion

Based on the response feedback and documentation of accomplishments of the campus during the COVID-19 Pandemic, it can be concluded that the campus never stops contributing to its functions such as instruction, research, and extension. In conclusion, this paper highlights the successful response and accomplishments of PSU Lingayen Campus. The campus's best practices were aligned with the university's strategic direction, demonstrating the importance of having a well-defined plan in times of crisis. The university received positive feedback across various criteria, including the successful transition to remote learning, effective communication and information dissemination, and notable achievements and recognitions. While areas for improvement were identified in student support services and health and safety measures, the overall satisfaction ratings demonstrate PSU Lingayen Campus's resilience and commitment to meeting the needs of its stakeholders with an AWM of 4.72, 4.44 and 4.66 respectively. These results reflect the university's dedication to providing quality education and fostering a positive environment for students, faculty, and the broader community, despite the challenges posed by the pandemic. Moving forward, PSU can leverage these insights to further enhance its services and ensure continued satisfaction among its stakeholders and community members. As higher education continues to grapple with the enduring impact of the pandemic and prepares for future challenges, the lessons learned from these responses are invaluable. The ability to adapt, innovate, prioritise stakeholder well-being, and contribute to society have become defining characteristics of universities that successfully navigated the COVID-19 crisis. In this evolving landscape, universities are poised to build on their experiences and continue to serve as beacons of resilience and innovation, ensuring the continuity of education and their vital roles in shaping the future of our society.

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