

Evaluation of Student Affairs and Services on Students' Academic Performance: A Model

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ABSTRACT

This study assesses the extent of implementation of student affairs and services programs and students' academic performance. The descriptive – correlational, and causal research designs were employed using a researcher-made survey instrument. It was conducted in one private higher education institution in the city with graduating students as participants. The data collected from the accomplished questionnaires were analyzed and interpreted through correlation and multiple regression analysis. The findings revealed a significant relationship between the level of awareness, acceptability, relevance, dissemination of student affairs and services' vision, mission, goals, and objectives, and extent of implementation of student affairs and services on students' academic performance. In the same way, programs and services under Student Welfare Services, which includes Information and Orientation Services, Guidance and Counseling, and Institutional Student Programs and Services that includes Scholarship and Financial Assistance, Health Services, Sports Development Program, and Social and Community Involvement were found to be predictors of academic performance. It is, therefore, safe to surmise that one way to improve the students' academic performance is through careful evaluation of the direct or indirect contribution/effect of student affairs and services on the students' academic pursuit and increasing or decreasing the extent of implementation of

the predictor/explanatory variables mentioned above – tweaking or modifying some of its existing student affairs and services programs to generate a more positive student performance.

Keywords: relationship, program delivery, student welfare, the extent of implementation, correlation, academic pursuit.

INTRODUCTION

As schools endeavor to produce well – rounded individuals equipped with moral, intellectual, emotional, occupational, and spiritual knowledge and skills fundamental in succeeding in this ever-changing milieu, Higher Education Institutions (HEIs) as a result are challenged and necessitated to establish a quality teaching and learning environment and meaningful and impactful student experience. It is necessary that HEIs provide student-centered activities and services in support of academic instruction intended to facilitate holistic student development for active involvement in nation-building. It must respond to the call of addressing societal needs, promote solidarity and equity, and preserve academic rigors (UNESCO, 2003). In support of this noble mission, the Commission on Higher Education (CHED) mandated all HEIs to provide and adopt effective policies and standards on student affairs and services (SAS), including guidelines for implementation. It is committed to monitoring HEIs in their compliance to deliver appropriate, quality, relevant, and efficient student services.

However, at present, according to Mercado, Nuqui, and Hilario (2015), there are many challenges that confront the effective and efficacious implementation of student affairs and services. Among these are the following: (1) increasing cost of higher education due to inevitable tuition fee hike; (2) student demographics; (3) demands more accountability; (4) issues on the ethical environment on campus; (5) relevance of student affairs and services in the new era brought about globalization, ASEAN integration, and other factors; (6) role of student affairs and services in enriching student experience and success; among others. Tejido (2003) and Villanueva (2004) cited similar issues, which include lack of funds and facilities, especially computer hardware and software to support student services, lack of personnel resulting in an overburdened student services practitioner, lower status than academic personnel, and lack of trained staff as

a result of serious turnover of student affairs and services practitioners seeking greener pastures in other professions. These and more issues on student affairs and services prompted the the researcher to conduct an evaluation to inquire about the real status of SAS programs when it comes to the implementation and the outcomes of these SAS programs to the students.

FRAMEWORK

This study is anchored on Stufflebeam's (2003) Context, Input, Process, Product (CIPP) Evaluation Model. In several settings such as in education, according to Zhang, Griffith et al. (2009); Zhanh et al. (2008), several educational projects and entities have been assessed employing the CIPP evaluation framework. For example, Felix (1979) adopted the model to evaluate and improve Cincinnati, Ohio, school systems. Nicholson (1989) recommended the CIPP evaluation model to evaluate reading instruction. A guideline to evaluate the parent-training program was developed utilizing the CIPP evaluation model (Matthews and Hudson (2001). Steinert, Cruess, and Snell (2005) designed a faculty development project to aid the instruction and evaluation of medical students and residents within the framework of the CIPP model. Osokoya and Adekinle in Nigeria developed a model to assess agricultural school projects using the model. Combs, Gibson, et al. (2008), on the other hand, using the elements of the CIPP model, obtained a course assessment and enhancement model, which provides formative and summative results.

Equally, all four components of Stufflebeam's CIPP evaluation model play important and necessary roles in the planning, implementation, and assessment of a program, which in the case of this study, is the evaluation of student affairs and services on students' academic performance. According to Stufflebeam (2003), the purpose of context evaluation is to evaluate the general environmental readiness of student affairs and services, examine whether existing goals and priorities are attuned to needs, and assess whether proposed objectives are sufficiently responsive assessed needs. The rationale behind the input evaluation is to facilitate and outline the existing programs which need changes. During input evaluation, the objective is to recognize or generate potentially significant approaches. Process evaluation, on the other hand, provides opportunities for the program to be periodically assessed in terms of the extent to which the program is being implemented effectively and suitably. Lastly, product evaluation classifies

and evaluates the intended and unintended outcome of the project or program.

Correspondingly, the CIPP model helps in decision making in the following way: (a) Context – school planning decision; (b) Input – structuring decisions; (c) Process – implementing decisions; and (d) Product – summative evaluation decisions. Therefore, the CIPP framework helps decision-makers make sound decisions for the school. The model aids the program implementers in understanding the very nature and dynamics of their grade, how they were assigned with that grade, and what they need to do to progress to the next level or grade. This model helps improve the quality of education or any program under study for the matter.

OBJECTIVES OF THE STUDY

This study sought to assess the extent of implementation of student affairs and services programs on students' academic performance of a privately – owned higher education institution. Specifically, the study aimed to: (1) ascertain the level of awareness, acceptability, relevance, and dissemination of the program's Vision, Mission, Goals, and Objectives (VMGO)? (2) determine the level of implementation of the existing Student Affairs and Services (SAS) programs in terms of: a. Student Welfare Services; b. Student Development Services; and a. Institutional Student Programs and Services. (3) evaluate the student affairs and services programs of the school in terms of: b. Student Welfare Services; c. Student Development Services; and d. Institutional Student Programs and Services. (4) ascertain the level of academic performance of the students. (5) correlate students' academic performance and level of awareness, acceptability, relevance, and dissemination of the program's VMGO and implement student affairs and services (SAS) program. (6) identify the variables best influence the academic performance of students.

METHODS

Research Design

The study employed descriptive – correlational, and causal research designs. Radocy (1995) defined descriptive – correlational and causal research design as a method that involves observing behavior to describe attributes, objectively and systematically, and predict how variables are naturally related in the real world, without any attempt to alter them or assign causation between them. In the same way, Zikmund (2012) described the descriptive – correlational and causal method as a type of study in which information is collected without making any changes to the study subject and identifies the extent and nature of cause-and-effect relationships. Furthermore, causal research can be conducted to assess the impacts of specific moves on existing norms, various processes, etc. (Zikmund, 2012). Stangor (2011), on the other hand, explained that descriptive – correlational method studies have the same fundamental property of avoiding any direct changes in the environment of the study. He further purported that it provides a relatively complete picture of what is occurring at a given time. The goal of descriptive – correlational research is to create a snapshot of the current state of affairs and assess the relationships between two or more variables. This type of research design allows the development of questions for further study, testing of expected relationships between and among variables, and making predictions and assess these relationships in everyday life events. In the same manner, the causal method is the investigation of (research into) cause-and-effect relationships. According to Brains (2011), to determine causality, it is essential to observe variation in the variable presumed to cause the alteration in the other variable(s) and then measure the changes in the other variable/s.

Research Setting

The study was conducted at a private university in Cagayan de Oro City in Misamis Oriental. This university was established in 1971 as a non – sectarian, coeducational private academic institution, duly registered with the Securities and Exchange Commission (SEC) as a stock corporation and operated with the authority of the Department of Education (DepEd) for its primary and secondary and the Commission on Higher Education (CHED) for its tertiary, graduate and postgraduate programs.

Participants of the Study and Sampling Procedure

The participants of this study were graduating students or students in their 4th year (for a 4 – year degree program) or 5th year (for a 5 – year degree program) currently enrolled for the 2nd Semester of SY 2019 – 2020. The population frame came from the Office of the Registrar, who provides an actual and final count of current student enrollees per college/department.

On the other hand, using a Finite Population Formula, a total sample size of 248 was taken from the total participant population of 300. Variables used in the sample size equation include the confidence level, population proportion, confidence interval (margin of error), and population size. The table below outlines the sample distribution per college.

Table 1

Participants of the Study

College	Number of Student Respondents	Sample Size Per College
Arts and Sciences	14	14
Business and Accountancy	87	71
Computer Studies	5	5
Criminology	21	21
Education	85	68
Engineering	32	32
Maritime Education	4	4
Nursing	52	33
Total	300	248

Research Instruments

The research instruments that were used in the course of the investigation were Descriptive Survey Questionnaires. The questionnaire was a researcher-made survey tool that consists of two (2) parts. The First Part investigated the Participants' Perception of Student Affairs and Services' Vision, Mission, Goals, and Objectives (VMGO) in terms of Awareness, Acceptability, Relevance, and Dissemination. The Second Part, on the other hand, examined the extent of implementation of the different programs, services, and activities of Student Affairs and Services in terms of the following areas: (1) Student Welfare Services; (2) Student Development Services; and (3) Institutional Student Programs and Services.

Data Gathering Procedure

A letter of intent to conduct the study was submitted to the University President through the Vice President for Academic Affairs for approval. After the permit to conduct the study was granted, the research instruments were then distributed to the target participants who, in the case of this study, were graduating students of a university in Cagayan de Oro City. The researcher personally coordinated with the school head/presidents and other concerned or designated personnel before, during, and after distributing research instruments, i.e., Survey Questionnaire. After this, the data that was collected from the accomplished questionnaires were analyzed and interpreted.

Statistical Treatment and Data Analysis

The definitive treatment of data, which includes the mean and the standard deviation, was used to answer research problems 1, 2, 3, and 4. Pearson – the product-moment correlation was used to solve issue 5, whereas multiple regression analysis was used to answer problem 6.

Validity and Reliability

The statistical tool used to measure the reliability of the research instrument, including the computation and analysis of the correlation of the variables, is the Cronbach's Coefficient Alpha. Content validity, on the other hand, was utilized to gauge the validity of the research instrument. A three-person panel was composed to evaluate the researcher-made device using Jackson's (2009) Evaluation Tool for Questionnaire/Survey. The aspects of the evaluation included: use of precise terminology in phrasing the questions; questions written simply; avoiding complicated words, unnecessary jargon, and cumbersome phrases; relevance to what data are to be collected; does not use double-barreled questions; appropriate format; among others.

RESULTS AND DISCUSSION

The evaluation of the participants in terms of student affairs and services' vision, mission, goals, and objectives indicate that the program's VMGO was accepted, understood, disseminated, and relevant to a very good extent. In the same manner, acceptability produced the highest overall mean at 4.37 while dissemination garnered the lowest overall mean at 4.21.

The existing Student Affairs and Services (SAS) programs used in this study and which were duly evaluated by the participants in terms of the extent of implementation includes the following: (1) information and orientation services, (2) guidance and counseling services, (3) career and job placement services, (4) student activities and student organizations, (5) student discipline, (6) admission services, (7) scholarships and financial assistance, (8) health services, (9) food Services, (10) multi-faith services, (11) safety and security services, (12) sports development program, and (13) social and community involvement programs.

The mean of all student affairs and services programs vis-à-vis student welfare services, student development services, and institutional student programs and services yielded results close to each other, which were implemented to a very good extent. Correspondingly, the grade point average (GPA) of the student participants revealed that 2.0 was the highest with 49 or 19.80 percent or described as "good" and followed by 1.50 with 36 or 14.50 percent or "excellent." This means that a considerable number of the participants were comparatively performing well in their academic responsibilities.

The results, on the other hand, of the Pearson's R Moment Correlation showed that there was a significant relationship between students' academic performance and level of awareness, acceptability, relevance, and dissemination of the program's VMGO and implementation of student affairs and services (SAS) program. Such a relationship existed explicitly in the level of awareness, acceptability, relevance, and dissemination of the program's VMGO, information and orientation services, guidance and counseling, scholarship and financial assistance, health services, social and community involvement, and sport development programs. Fundamentally, these variables hold a significant effect on students' academic performance.

Table 2

Relationship Between Students’ Academic Performance and Level of Awareness, Acceptability, Relevance, and Dissemination of the Program’s VMGO and Extent of Implementation of Student Affairs and Services Programs

Variables	Correlation Coefficient	P – Value	Interpretation
Awareness	.233**	.000	Significant
Acceptability	.402**	.000	Significant
Relevance	.372**	.000	Significant
Dissemination	.385**	.000	Significant
Information and Orientation Services	.471**	.000	Significant
Guidance and Counseling Services	.381**	.000	Significant
Career and Placement Services	.024**	.702	Not Significant
Student Activities/ Student Organizations	.057**	.373	Not Significant
Student Discipline	-.007**	.907	Not Significant
Admission Services	.069**	.277	Not Significant
Scholarship and Financial Assistance	.526**	.000	Significant
Food Services	.047**	.461	Not Significant
Health Services	.155**	.015	Significant
Safety and Security Services	.148**	.020	Not Significant
Multi – Faith Services	.138**	.029	Not Significant
Sports Development Program	.409**	.000	Significant
Social and Community Involvement Programs	.338**	.000	Significant

** . Correlation is significant at the 0.01 level (2-tailed)

Seifert, Arnold, et al. (2015) cited that awareness, acceptability, and dissemination of the program’s VMGO help students focus their academic studies to careers because they can bridge the gap between the community that provides experiential education and their academic studies. Schools, as emphasized by Vetadine (2010), are likely to be more successful in equipping their students with the right knowledge and skills when leaders work with staff and the community to build a collective educational VMGO that is clear, compelling, and connected to tracking and learning. This collective VMGO helps focus attention on what is essential, motivates staff and students, and increases the sense of responsibility

and success. Moreover, Wilson and Cleland (2016) give insights on students' acceptability on the vision and mission of schools and programs, that students will improve their academic performance if they can be united with the school policies, vision, and purpose, including the applications provided by the school.

On the other hand, if variables such as information and orientation services are appropriately delivered, and the guidance and counseling services are expertly executed, there will be a direct improvement of the students' academic performance. Moreira, Dias, Vaz, and Vaz (2013) explained that constant information and orientation might lead the students to have a fruitful path for achieving excellent academic performance. If the school creates an impactful and comprehensive program for guidance and counseling services, this may be beneficial for students to enhance and develop their ability to understand situations, even school requirements and activities for better academic performance (Gonida, Karabenick, Makara, & Hatzikyriakou, 2014). Correspondingly, Egbo (2013) stated that "the total development of a child can only take place in an environment conducive for teaching and learning." It is in the realization of the above that all educational services which can promote teaching and learning in schools are given prominent attention by educational planners. Counseling services are among the school's educational services. It is believed that guidance and counseling services in school shall develop, assess, and improve educational programs, enhance teaching, and improve the competence of the teacher and reduce the cost for the children.

Meanwhile, the institutional students' programs may also lead to participation in an academically rigorous curriculum and influence students' success and intent to persist (Tovar, 2015). Robbins et al. (2016) drew on reviews by Covington and Eccles and Wigfield (2017) to identify motivation constructs as they related to drives (achievement motivation), goals (academic), expectancies (self-efficacy), and self-worth (general self-concept)), Robbins et al. (2016) developed nine broad constructs that theoretically predict successful college outcomes. These constructs increase the likelihood of persistence to the extent that they increase the students' integration into the college community and provide intrinsic motivation for success. Among other variables that achieve these outcomes, Robbins et al. (2016) highlighted the importance of contextual influences, such as financial aid. Financial aid could have a direct effect on academic motivation if a student feels success is necessary to maintain a scholarship in the short term or allow the repayment of loans in the longer term. Aid could strengthen a student's

integration into the community if the form of support, such as work-study or athletic scholarships, leads the student to connect with a large number of people across campus. Also, the receipt of financial aid may create a kind of loyalty effect; students who choose to attend a college based on student aid have a higher likelihood of persistence, even when controlling for direct effects of support.

Finally, the results of the Multiple Regression Analysis revealed that acceptability, information and orientation services, student discipline, scholarship, and financial assistance, multi-faith services, and social and community involvement were the predictor variables of students’ academic performance.

Table 3 depicts the Multiple Linear Regression Analysis of the variables that best influence the academic performance of students. The data exposed that acceptability (B=.148, p-value=.027) is a predictor variable that can affect the performance of students’ GPA.

Additionally, Information and Orientation Services (beta=.194, p-value=.003), Student Discipline (beta=-.161, p-value=.031), Scholarship and Financial Assistance (beta=.271, p-value=.000), Multi-Faith Services (beta=-.128, p-value=.050) and Social and Community Involvement Programs (beta=.287, p-value=.000) are predictor variables that can influence academic performance of the students. The best predictor of students’ academic performance is social and community involvement programs followed by scholarship and financial assistance with the largest beta weights, respectively.

Table 3

Multiple Linear Regression Analysis of the Variables that Best Influence Students’ Academic Performance

Variables	Unstandardized Coefficients		Standardized Coefficients	T	P – Value
	B	Std. Error	Beta		
Constant	.744	.369		2.020	.045
Awareness	-.037	.050	-.047	-.744	.458
Acceptability	.148	.067	.157	2.221	.027
Relevance	-.006	.075	-.005	-.074	.941
Dissemination	-.022	.075	-.021	-.297	.767
Information and Orientation Services	.194	.066	.208	2.968	.003
Guidance and Counseling	.071	.064	.074	1.107	.269

Table 3 continued.

Variables	Unstandardized Coefficients		Standardized Coefficients	T	P – Value
	B	Std. Error	Beta		
Career and Placement Services	-.042	.054	-.050	-.772	.441
Student Activities/Student Organizations	.089	.070	.104	1.281	.201
Student Discipline	-.161	.074	-.208	-2.169	.031
Admission Services	.088	.074	.112	1.189	.236
Scholarship and Financial Assistance	.271	.058	.289	4.676	.000
Food Services	-.054	.054	-.074	-.990	.323
Health Services	.026	.067	.025	.387	.699
Safety and Security Services	.017	.065	.018	.256	.798
Multi-Faith Services	-.128	.065	-.144	-1.973	.050
Sports Development Program	.081	.058	.088	1.398	.163
Social and Community Involvement Programs	.287	.068	.262	4.230	.000

$R = .665$ $R^2 = .442$

F – Value = 21.71

P – Value = 0.000

The information and orientation services are a determinant factor towards student's success in academic performance. They will be more guided for robust, reliable information to continue any activities that may lead them into constant success (Salazar, Jones, Emerson, & Mucha, 2016).

Also, R^2 or the coefficient of determination is .442 indicates that 44.2% of the differences in the academic performance of students are explained by the predictor variables. However, 55.8% is attributed to the variables not included in the study. The effect of these variables is significant at the 0.01 level ($p < .000$). Based on the analysis, the model for students' academic performance is as follows:

$$Y^* = .744 + .148X_1 + .194X_2 - .161X_3 + .271X_4 - .128X_5 + .287X_6$$

Where:

Y^* = Students' Academic Performance

X_1 = Acceptability

X_2 = Information and Orientation Services

X_3 = Student Discipline

X_4 = Scholarship and Financial Assistance

X_5 = Multi – Faith Services

X_6 = Social and Community Involvement Programs

CONCLUSIONS

The program's vision, mission, and goals, and objectives (VMGO) are accepted, relevant, and disseminated to the target audience. It can also be surmised that the program's VMGO is consistent with the university's aim of providing programs and activities complementing academic instruction and attaining the university's definitive vision and mission. The VMGO of SAS is made known to the students and is likewise accepted, relevant, and disseminated to the participants. In the same way, existing programs and services under the auspices of Student Affairs and Services are correctly and properly implemented. The student welfare services, student development services, and institutional student programs and services are performed to a very good extent. Safety and Security Services scored comparatively high as compared to the other SAS programs. At the same time, Food/ Dining Services have the lowest mean score. It can also be deduced that as per the respondents' evaluation, student affairs and services (SAS) programs fulfill their task of ensuring and promoting the well – being of students, enhancing and developing the student's full potential for personal development, and responding proactively to their basic needs such as health, food, shelter, safety, among others. Continuous improvement must be considered to address its weakness. The performance of the students in their academics also mirrors a very good outcome. Thus, program delivery in the university, either in academic or non – academics, must be properly executed and implemented. After all, educational programs and support services are established to aid students in their quest for academic excellence and success. Meanwhile, several SAS programs have a significant relationship with students' academic performance, including information and orientation services, guidance and counseling, scholarship and financial assistance, health services, social and

community involvement, and sport development programs. These programs and services play a very crucial role for students to achieve academic success. They have either a direct or indirect contribution/effect on the students' physical, emotional, moral, spiritual, intellectual development which influence the students' academic pursuit. Equally, the programs and services under Student Welfare Services include Information and Orientation Services and Guidance and Counseling and Institutional Student Programs and Services, which comprises of Scholarship and Financial Assistance, Health Services, Sports Development Program, and Social and Community Involvement are the predictor variables to students' academic performance. It is, therefore, safe to infer that one way to improve the students' academic performance is through increasing or decreasing the level of implementation of the predictor variables mentioned above – tweaking some of its existing programs and services to generate a more positive student performance.

RECOMMENDATIONS

In light of the results, findings, and limitations of the study, the following are put forward:

1. School Officials, Student Affairs and Services Professionals and Practitioners, and other key players in the university may revisit the programs and services of Student Affairs and Services and continuously monitor whether they are attuned to the needs and demands of the 21st-century learners in terms of effectiveness, impact, and relevance.
2. The Commission on Higher Education (CHED) may conduct a stakeholder's consultation to evaluate the existing memorandum order that governs the comprehensive nature and dynamics of the profession of Student Affairs and Services. CHED may want to usher new and more comprehensive implementing rules and regulations for Student Affairs and Services, which is sustainable, relevant, and attuned.
3. Students may consider increasing the frequency of availing of the Student Affairs and Services programs and services, primarily the applications found to have a significant relationship and predictor variables to academic performance. Such might help students attain personal and academic success.
4. Heads of different Student Affairs and Services Offices/ Units may re-examine their existing programs and services and check whether it is consistent with the school or university's thrust in developing students who are not only

intellectually capable but are also physically, morally, spiritually, and technically competent. Every Student Affairs and Services unit's VMGO is derived from the university's VMGO for consistency and sustainability.

5. Other and/or future researchers may conduct a broader and more comprehensive study on the correlates between student affairs and services and student performance, success, achievement, and development. They may undertake more wide-range research that not only focuses on the extent of implementation but also on the impact, effectiveness, and other dynamics that affect the efficient and productive delivery of student affairs and services.

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