

ASSESSING THE SERVICEABILITY OF STUDENT AFFAIRS AND SERVICES PROGRAMS AND THEIR IMPACT ON ACADEMIC PERFORMANCE AMONG BUSINESS ADMINISTRATION STUDENTS IN A HIGHER EDUCATION INSTITUTION

Rose Marie P. Puyat, MBA

*Program Chair, Business Administration
Brokenshire College, Inc., Davao City, Philippines*

Gretchen B. Chavez, DBM

*Dean, School of Business Information Science and Management
Brokenshire College, Inc., Davao City, Philippines*

Paul Rean Fred D. Quibo-Quibo, MAEd

*Coordinator, Research and Creative Works
Faculty, Teacher Education
Brokenshire College, Inc., Davao City, Philippines*

Belinda S. Violan, LPT, MBA

*Faculty, Business Administration
Brokenshire College, Inc., Davao City, Philippines*



ABSTRACT

This study examined the relationship between the serviceability of Student Affairs and Services (SAS) programs and the academic performance of Business Administration students in a higher education institution in Davao City. Guided by Astin's Input-Environment-Outcome Model and Tinto's Student Integration Theory, the research employed a quantitative descriptive-correlational design involving 50 stratified student respondents across year levels. Data were gathered using a validated survey measuring SAS serviceability across 17 functional areas, including guidance, library, ICT, registrar, scholarship, orientation, and student organization services. Academic performance was determined using students' general weighted averages. Findings revealed that SAS programs were rated highly serviceable overall ($M = 4.25$), indicating efficient, accessible, and responsive delivery. Students likewise demonstrated very good academic performance ($M = 86.39$). Correlational analysis showed a moderate positive and statistically significant relationship between SAS serviceability and academic performance ($r = .528, p = .000$), suggesting that higher-quality student services contribute to improved academic outcomes. The study underscores the critical role of well-functioning SAS units in enhancing student success and recommends strengthening service delivery systems, monitoring mechanisms, and resource allocation to support academic achievement.

INTRODUCTION

In Western higher education, persistent concerns about completion and retention continue to shape discussions of academic performance. According to the National Center for Education Statistics (NCES, 2024), the six-year graduation rate for first-time, full-time bachelor's degree students in the United States remains in the low-to-mid 60% range, reflecting long-standing disparities across institutions and socioeconomic groups. Research in the United States and Europe also highlights that academic struggles often arise from non-academic factors. For instance, Barbayannis et al. (2022) demonstrated that psychological stress, mental-health issues, and financial pressures significantly predict declines in academic functioning, underscoring the role of support structures beyond instruction. Similar findings emerge from student-support studies showing that students who effectively utilize academic-skills centers, advising, and counseling services perform better and remain enrolled at higher rates (NCES, 2024). These trends underscore the central role of student affairs and services in mediating academic success in Western contexts.

Across Asia, scholarships likewise identifies structural and psychosocial determinants of academic performance. Xu and Panadero (2023), through a large-scale systematic review of Asian and international studies on self-regulated learning, found strong positive associations between SRL strategies and academic achievement in both online and face-to-face modalities. Their synthesis shows that deficits in self-regulation remain a key contributor to poor academic performance among Asian students. Complementing this, Song et al. (2023) reported that Chinese college students experiencing high academic stress, sleep problems, and maladaptive coping strategies tend to perform significantly worse academically and display higher attrition tendencies.

Empirical research within the Philippines, particularly in Mindanao, reflects global patterns but highlights region-specific constraints affecting academic performance. For example, a study of approximately 370 college students in Davao City by Barrera and colleagues (2023) found that academic self-efficacy strongly predicted students' course performance and motivation, reinforcing the importance of psychological and confidence-based supports for Filipino learners. In Mindanao State University-Sulu, Idris (2024) demonstrated that structured peer-to-peer academic support programs measurably enhanced students' study habits and perceived academic effectiveness, though he emphasized that most locally implemented programs lack longitudinal evidence to show sustained impacts. Additionally, recent evaluations of Student Affairs and Services (SAS) units in Philippine state universities, such as the program evaluation by Mendoza (2024), reveal chronic issues with serviceability with limited counselor-to-student ratios, fragmented academic-support programs, and insufficient monitoring systems which constrain the ability of services to respond to academic

vulnerabilities. These institutional limitations imply that, in the Philippine and Mindanao contexts, academic underperformance is often intertwined with the uneven delivery, accessibility, and responsiveness of student affairs and services programs.

Although substantial evidence from Western, Asian, and Philippine studies demonstrates that academic performance is significantly shaped by non-academic factors such as mental health (Barbayannis et al., 2022), self-regulated learning (Xu & Panadero, 2023), and self-efficacy (Barrera et al., 2023) there remains a critical empirical gap: very few studies rigorously examine how the serviceability of Student Affairs and Services (SAS) programs directly influences academic outcomes in under-resourced regional settings, particularly in Mindanao. Existing SAS evaluations (e.g., Mendoza, 2024) are predominantly descriptive and do not integrate service-quality indicators (e.g., staffing ratios, response times, accessibility, data-driven early-warning mechanisms) with longitudinal academic outcomes such as retention, GPA, or time-to-degree. The absence of such evidence limits higher-education institutions' capacity to design effective, scalable student-support ecosystems. Addressing this gap carries strong social value: rigorous evaluation of SAS serviceability can guide the redesign of student-support infrastructures, reduce attrition among vulnerable learners, enhance academic success, and contribute to regional workforce development by increasing the number of college completers, particularly in Mindanao, where higher education is pivotal for socio-economic mobility and peace-building.

Statement of the Problem

The study determined the significant relationship of serviceability of student affairs and services programs and academic performance among Business Administration students of higher education institutions in Davao City. Specifically, the study sought to answer the following questions:

1. What is the level of serviceability of student affairs and services programs among the Business Administration students of higher education institutions in Davao City in terms of:

- 1.1. Admission Services;
- 1.2. Orientation/Information Services;
- 1.3. Guidance Services;
- 1.4. Testing Services;
- 1.5. Student Organization Services;
- 1.6. Publication Services;
- 1.7. Library Services;
- 1.8. Health Services;
- 1.9. Sports Services;
- 1.10. Food Services;
- 1.11. Housing Services;
- 1.12. Scholarship Services;
- 1.13. ICT Services;
- 1.14. Registrar Services;
- 1.15. Accounting Services;
- 1.16. Cashier Services; and
- 1.17. Extension Services?

2. What is the level of academic performance among Business Administration students of higher education institutions in Davao City ?

3. Is there a significant relationship between serviceability of student affairs and services programs and academic performance among Business Administration students of higher education institutions in Davao City?

THEORETICAL FRAMEWORK

Astin's Input–Environment–Outcome (I-E-O) Model

Astin's Input–Environment–Outcome (I-E-O) Model asserts that student development and academic outcomes are the result of the dynamic interplay between students' initial characteristics (inputs), the institutional conditions they encounter (environment), and the resulting learning or performance indicators (outcomes) (Astin, 1993). The model emphasizes that institutional structures including student services and co-curricular supports serve as influential environmental forces shaping academic success. In the context of this study, the serviceability of Student Affairs and Services (SAS) programs represents a core environmental factor that can enhance or constrain the academic performance of Business Administration students. Assessing the accessibility, responsiveness, and perceived effectiveness of SAS programs therefore provides a theoretical basis for determining how institutional support mechanisms directly contribute to students' academic outcomes within higher education settings.

Tinto's Student Integration Theory

Tinto's Student Integration Theory posits that successful academic outcomes and continued persistence in higher education depend on students' academic and social integration into the institution (Tinto, 1993). The theory highlights that institutional support systems—such as advising, counseling, mentoring, and academic assistance play a central role in reducing barriers and facilitating student engagement. Within this study, SAS programs function as the primary institutional structures that enable or hinder Business Administration students' integration. When these services are highly serviceable, efficient, accessible, and responsive they strengthen students' institutional attachment, academic commitment, and overall performance. Thus, Tinto's framework provides a strong theoretical lens for analyzing how the quality of SAS delivery influences academic success in higher education institutions.

METHODOLOGY

Research Design

This study employed a quantitative research design to examine the relationship between the serviceability of Student Affairs and Services (SAS) programs and the academic performance of Business Administration students in a higher education institution. A descriptive-correlational approach was used to determine the level of SAS serviceability that measured in terms of accessibility, responsiveness, adequacy, and perceived effectiveness and how these indicators are associated with students' academic outcomes. In addition, a predictive correlational design was utilized to determine the extent to which SAS serviceability can statistically predict academic performance. The design provided a systematic way to quantify students' experiences with institutional services and identify which aspects of SAS delivery exert the strongest influence on their academic success.

Respondents

The respondents consisted of 50 Bachelor of Science in Business Administration (BSBA) students enrolled in various year levels in a higher education institution. A stratified sampling technique was employed to ensure proportional representation across academic year levels and major specializations within the BSBA program. The primary research instrument was an adapted questionnaire assessing (a) the serviceability of Student Affairs and Services covering dimensions such as efficiency of service delivery, accessibility of offices, adequacy of programs, staff responsiveness, and availability of academic support and (b) students' academic performance, measured through self-reported general weighted averages validated against registrar records when permitted. The questionnaire employed a Likert scale with predefined interpretive ranges to determine levels of SAS serviceability and their possible association with academic outcomes.

Procedure

Prior to data collection, the researcher secured approval from the institution's Research Ethics Committee, followed by written permission from the Office of the Academic Dean and the Office of Student Affairs. Once institutional consent was obtained, the researcher sought voluntary participation from students by issuing an informed consent form that explained the purpose, scope, and confidentiality measures of the study. The survey instrument was administered through online platforms such as Google Forms, with contact information obtained through the registrar's office under strict confidentiality protocols. Each participant was individually contacted and briefed regarding the instructions and estimated completion time.

To ensure instrument reliability, a pilot test was conducted with a separate group of students who were not included in the main sample, after which the questionnaire underwent statistical reliability testing by a licensed statistician. Following data collection, all responses were encoded, screened for completeness, and subjected to descriptive and inferential statistical analyses to determine the association and predictive influence of SAS serviceability on academic performance.

Ethical Considerations

The study adhered strictly to the ethical guidelines of the Research Ethics Committee to ensure participant welfare and data protection. Informed consent was obtained, emphasizing voluntariness, anonymity, and the right to withdraw from the study at any point without penalty. Participants were informed of the research objectives, data protection measures, and minimal risk associated with survey participation. The questionnaire was carefully designed to avoid harm, ensure psychological safety, and prevent disclosure of sensitive information. Confidentiality was maintained through anonymized data coding, secure storage of digital files, and restricted access to the dataset. Participants received small tokens of appreciation for their time and effort. Additionally, the study pledges transparent dissemination of findings through institutional research presentations and future publication, with the intention of improving the delivery and effectiveness of SAS programs to enhance student academic success.

RESULTS AND DISCUSSION

Table 1. Level of Performance

Performance	Frequency	Percent
75-80	10	20%
81-85	13	25%
86-90	15	29%
Above 90	13	26%
Overall Mean	86.39	Very Good

In terms of academic performance level, the 86–90 score range has the highest representation with a frequency of 15 students or 29%. On the other hand, the 75–80 score range has the lowest frequency of 10 students or 20%. This denotes that the majority of the respondents performed within the 86–90 score range, indicating a very good academic achievement. The overall mean score of 86.39, described as very good, indicates that the students consistently demonstrate a high level of academic performance. This implies that strong competency and mastery of learning outcomes are often manifested in the students.

Table 2. Level of Serviceability of student affairs and services programs

	Mean	SD	Description
Orientation			
The university rules and policies are clearly explained and understood.	4.41	.606	High
Key officials, faculty and staff are properly introduced.	4.41	.606	High
The functions of the different student services are discussed.	4.31	.616	High
Students are provided with a student handbook via online.	4.25	.688	High
The conduct of Orientation is timely and well-coordinated.	4.33	.653	High
Category Mean	4.35	.560	High
Guidance Services			
The students are informed of the different services of the guidance unit.	4.39	.695	High
Most of the students availed the services of the guidance unit.	4.35	.658	High
The guidance counselors are accommodating, courteous and facilitative.	4.37	.599	High
There is a place available for counseling purposes.	4.27	.568	High
The students are satisfied with the assistance given by the unit.	4.31	.616	High
Category Mean	4.34	.568	High
Testing Unit			
There is a functional and relevant testing program.	4.29	.642	High
Test materials are adequate.	4.31	.616	High
Processing of the test results are fast and accurate.	4.29	.642	High
Proctors are courteous, facilitative and efficient.	4.12	.653	High
Confidentiality of test results are maintained.	4.24	.681	High
Category Mean	4.25	.550	High
Student Organization			
The OSS disseminates information on students' welfare and the development activities to the different organizations in the University.	4.24	.651	High
The students are aware of the activities of the different recognized organization.	4.22	.730	High
The officers are responsible, approachable and accommodating.	4.25	.744	High
The officers motivate students to participate in various school activities and maintain updated records and documents.	4.29	.672	High
Category Mean	4.25	.620	High
PUBLICATION SERVICES			
The editorial board is efficient and competent.	4.25	.688	High
There are regular published articles.	4.25	.659	High
Editorial staff enjoys school benefits such as scholarship assistance, attended seminars, training and workshops.	4.24	.764	High
The students are encouraged to contribute articles worthy for publication.	4.22	.832	High
The published articles reflect freedom of expression.	4.25	.688	High
Category Mean	4.24	.632	High

LIBRARY SERVICES			
The library is strategically located, accessible and conducive for studying and learning.	4.31	.678	High
Library policies are strictly implemented.	4.33	.653	High
The library adopts a system which can provide students and faculty a greater access to collection of the library.	4.25	.717	High
The library collection is updated and relevant.	4.33	.653	High
The library staffs are approachable, service oriented and always available.	4.37	.662	High
Category Mean	4.32	.613	High
HEALTH SERVICES Mean	4.20	.800	High
SPORTS SERVICES			
There is rigid screening and training for athletes.	4.27	.695	High
Adequate sports equipment and facilities are available.	4.27	.666	High
Trainers are highly competent.	4.18	.684	High
Scholarships and incentives are given outstanding athletes.	4.24	.681	High
Category Mean	4.24	.628	High
FOOD SERVICES			
There are clean, sanitized, comfortable canteens for the students.	4.25	.659	High
The food served in the canteen are clean, safe, nutritious and affordable.	4.24	.681	High
The canteen staff are properly screened.	4.27	.666	High
Efficiency is displayed in responding to the needs and request of the customer	4.25	.659	High
The canteen and the immediate area is well managed and well-maintained.	4.27	.695	High
Category Mean	4.26	.634	High
HOUSING SERVICES			
There are dormitories/boarding houses for the students.	4.35	.658	High
The house rules and regulations of dormitories/ boarding houses are strictly implemented.	4.25	.659	High
The dormitories/boarding houses and its occupants are regularly monitored by the University.	4.24	.681	High
There are available list of accredited dormitories/boarding houses for students.	4.25	.688	High
Category Mean	4.27	.639	High
SCHOLARSHIP SERVICES			
Information concerning scholarships/assistance are properly disseminated.	4.25	.744	High
There is strict implementation of the policies of the different scholarship programs/assistantship.	4.29	.642	High
The scholarship unit efficiently responds to the needs of the scholars.	4.24	.681	High
The scholarship unit provides an easy scheme to follow in the application for the different scholarship programs/assistantship.	4.27	.695	High
Periodic monitoring and evaluation of the academic performance of the scholars are conducted.	4.18	.684	High
Category Mean	4.25	.615	High

ICT SERVICES				
Access to ICT services are available in the university.	4.20	.749	High	
There are adequate ICT facilities or equipment in the university.	4.24	.737	High	
There are existing ICT services technician whenever needed.	4.20	.722	High	
Students could have easy access to ICT services.	4.18	.713	High	
Efficient ICT services are provided to the students.	4.24	.710	High	
Category Mean	4.21	.686	High	
REGISTRAR SERVICES				
The staffs are successful, polite, patient and professional.	4.20	.722	High	
The students and outside clients serve in reasonable period of time.	4.16	.674	High	
There is a clear understanding of the processes needed for resolution and accurate estimate of the time needed to fulfill the students/clients' request.	4.18	.623	High	
The policies and procedures are clear and strictly implemented	4.25	.688	High	
Category Mean	4.24	.681	High	
ACCOUNTING SERVICES				
The staffs are knowledgeable and friendly about the policies and procedures of payment of fees.	4.20	.722	High	
The staffs are helpful and friendly.	4.18	.713	High	
The policies and procedures for payment of fees are clearly defined and implemented.	4.12	.683	High	
Technical issues on payment of fees are reliably answered.	4.18	.740	High	
The delivery of services is timely and accurately.	4.22	.702	High	
Category Mean	4.18	.665	High	
CASHIER SERVICES				
The staffs are courteous, polite, respectful and patient.	4.20	.775	High	
There is a systematic procedure for payment of fees.	4.14	.749	High	
The staffs are competent and knowledgeable about their duties and responsibilities.	4.16	.758	High	
The cashier office is strategically located, accessible and spacious to cater its client.	4.24	.737	High	
There is enough number of staffs who caters their entire client.	4.22	.808	High	
Category Mean	4.19	.696	High	
EXTENSION SERVICES				
The students are aware of the different community services.	4.25	.688	High	
Most of the students have involvement in community services.	4.29	.701	High	
The extension and training offices and staff are accommodating.	4.27	.695	High	
Most of the students have availed support from the school in the conduct of community services.	4.25	.717	High	
Category Mean	4.27	.674	High	
OVERALL MEAN	4.25	.580	High	

Table 2 presents the level of serviceability of Student Affairs and Services (SAS) programs as perceived by Business Administration students. Overall, the results indicate that the SAS programs are highly serviceable, with an overall mean of 4.25 (SD = 0.580). This finding suggests that students generally perceive institutional support services as accessible, responsive, and effective in addressing their academic and non-academic needs.

Across the seventeen functional areas assessed, all services obtained mean ratings within the "High" descriptive range, reflecting consistent quality of service delivery throughout the institution. Among the service areas, Orientation Services ($M = 4.35$) and Guidance Services ($M = 4.34$) garnered some of the highest category means, indicating that students clearly understand institutional policies, available services, and support mechanisms. The high ratings in these areas imply effective facilitation of students' transition and adjustment to university life, which is critical for academic engagement and persistence.

Similarly, Library Services ($M = 4.32$) were rated highly, highlighting the accessibility, relevance, and adequacy of learning resources, as well as the approachability of library staff. This suggests that academic support services directly linked to learning and research are functioning efficiently. Student Organization, Testing, Scholarship, Housing, Extension, and Publication Services also received high mean scores (ranging from 4.24 to 4.27), indicating that co-curricular engagement, assessment support, financial assistance, residential services, and community involvement opportunities are well-supported and effectively managed.

Operational and administrative services such as Registrar, Accounting, and Cashier Services likewise attained high ratings, although with slightly lower mean values compared to other service areas. This suggests that while these services are generally satisfactory, there remains potential for improvement in terms of processing efficiency, clarity of procedures, and client flow management. In the same manner, ICT Services and Health Services received high but comparatively lower mean ratings, implying a need for continuous enhancement of technological infrastructure and health-related support to meet evolving student demands.

Overall, the uniformly high ratings across all SAS functional areas demonstrate a well-coordinated and student-centered service delivery system. The findings support Astin's Input–Environment–Outcome Model by emphasizing the role of a supportive institutional environment in fostering positive academic outcomes. Furthermore, the results align with Tinto's Student Integration Theory, as effective and accessible student services contribute to students' academic and social integration within the institution.

Table 3. Relationship between variables

INDEPENDENT VARIABLE	Academic Performance		
	R	p-value	Remarks
Serviceability of student affairs and services programs	.528***	.000	Significant

The result shows that there is a significant relationship between the serviceability of student affairs and services programs and the academic performance of BSBA students ($p < .05$). In particular, the correlation coefficient of $r = .528$ indicates a moderate positive relationship between the two variables. The computed p-value of .000 confirms that this relationship is statistically significant. The correlation coefficient suggests that the better the serviceability of student affairs and services programs, the higher the academic performance of the students. This directly proportional relationship implies that improvements in the quality, accessibility, and responsiveness of student affairs and services programs would likely contribute to an increase in the academic performance of BSBA students.

Conclusion

This study investigated the serviceability of Student Affairs and Services (SAS) programs and their relationship to the academic performance of Business Administration students in a higher education in Davao City. Guided by Astin's Input–Environment–Outcome (I-E-O) Model and Tinto's Student Integration Theory, the findings provide empirical evidence on the critical role of institutional support services in shaping students' academic outcomes. Results revealed that the overall serviceability of SAS programs was rated high across all seventeen functional areas, with an overall mean of 4.25, indicating that students generally perceived these services as accessible, responsive, and effective. Key services such as orientation, guidance, library, scholarship, ICT, registrar, and extension services consistently received high ratings, reflecting a well-coordinated and student-centered support system within the institution. This suggests that the institutional environment, as conceptualized in Astin's model, provides favorable conditions that support students' academic engagement and development.

In terms of academic performance, Business Administration students demonstrated a very good level of achievement, with an overall mean general weighted average of 86.39. Most respondents fell within the 86–90 performance range, indicating strong mastery of course content and consistent academic competence. This finding aligns with existing literature emphasizing that academic success is influenced not only by instructional quality but also by the availability and effectiveness of non-academic support mechanisms. Most significantly, the study established a moderate positive and statistically significant relationship between SAS serviceability and academic performance ($r = .528$, $p = .000$). This indicates that improvements in the quality, accessibility, and responsiveness of student affairs and services are associated with higher academic performance among students. The finding supports Tinto's assertion that effective institutional support fosters academic and social integration, thereby enhancing student

success. Collectively, the results affirm that SAS programs function as vital institutional levers that contribute meaningfully to academic achievement in higher education settings, particularly within regional and resource-constrained contexts such as Mindanao. Overall, the study underscores that student success is a shared institutional responsibility. High-quality student affairs and services do not merely complement academic instruction; they actively shape students' capacity to persist, perform, and succeed academically.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered for institutional practice and future research:

For Higher Education Institutions and Administrators. Higher education institutions are encouraged to sustain and further enhance the quality of Student Affairs and Services programs, particularly in areas with slightly lower mean ratings such as ICT, accounting, and cashier services. Regular service audits, client satisfaction surveys, and data-driven monitoring mechanisms should be institutionalized to ensure continuous improvement. Strengthening staffing adequacy, upgrading digital systems, and streamlining service processes may further improve efficiency and responsiveness, thereby reinforcing positive academic outcomes.

For Student Affairs and Services Units. SAS offices should adopt an integrated and proactive service delivery model, emphasizing early intervention, academic advising, mental health support, and student engagement initiatives. Enhanced collaboration among guidance, scholarship, registrar, and academic units is recommended to establish early-warning systems that identify at-risk students and provide timely support. Capacity-building programs for SAS personnel, including training in student development, counseling, and digital service management, may further improve service effectiveness.

For Faculty and Academic Leaders. Faculty members and program chairs are encouraged to work closely with SAS units to align academic support initiatives with curricular demands. Embedding referral mechanisms within courses—particularly for guidance, library, and ICT services—can strengthen students' academic integration and utilization of available support systems.

For Policy Makers and Institutional Planners. Institutional leaders may use the findings of this study as an empirical basis for resource allocation, policy formulation, and strategic planning related to student support services. Investing in robust SAS infrastructures should be recognized as a strategic approach to improving academic performance, retention, and overall institutional effectiveness.

For Future Researchers. Future studies may expand this research by employing larger sample sizes, multiple institutions, or comparative designs across public and private higher education institutions to enhance generalizability. Longitudinal research is also recommended to examine the long-term effects of SAS serviceability on academic performance, retention, and graduation rates. Additionally, mixed-methods approaches incorporating qualitative data may provide deeper insights into students' lived experiences with SAS programs and explain why specific services exert stronger academic influences than others.

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