Admission Test Performance Profiles of College Entrants as Basis for a Proposed Institutional Academic Support Framework

Jesus B. Pizarro* and Janine Paula B. Onate

St. Paul University Philippines, Philippines

***Corresponding Author**

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ABSTRACT

This retrospective descriptive study examined historical admission and placement assessment records at St. Paul University Philippines as bases for a proposed institutional academic support framework. Complete enumeration of nine Excel files yielded 1,440 records from three schools across selected academic years from 2018–2019 to 2021–2022. The unit of analysis was the record. Profiles consisted of schoolyear summaries of recorded numeric scores and distributions of existing performance classifications after harmonizing label variants. Of 1,440 records, 1,248 (86.67%) contained numeric scores and 1,136 (78.89%) contained recognizable classifications. Among classified records, 770 (67.78%) were Average, 331 (29.14%) were Below Average, and 35 (3.08%) were Above Average. Uneven cohort coverage, missing fields, unresolved identity matches, and unverified assessment documentation limited interpretation. The records supported planning for current diagnostic follow-up and accessible student assistance. The proposed framework specifies record verification, diagnostic assessment, academic assistance, targeted referral, and evaluation, with suggested unit responsibilities, timelines, resources, and confidentiality safeguards. The study established descriptive patterns within the supplied files. Psychometric evidence, linked academic outcomes, and pilot data are needed to evaluate score interpretation, predictive usefulness, and the feasibility and effectiveness of the framework.

Keywords: admission test performance; college entrants; academic support framework; institutional research; retrospective descriptive study

INTRODUCTION

The transition from secondary education to college involves changes in academic expectations, learning demands, and personal responsibilities. Students enter higher education with different educational experiences and levels of preparation, while their capacity to meet university requirements develops through interaction with the academic environment. Understanding their entry characteristics can therefore contribute to planning appropriate assistance during this transition. However, preparation upon admission represents only one dimension of students' educational experiences. In a study of first-year university students, van Rooij et al. (2018) found that academic adjustment was associated with university grades and earned credits, while self-regulated study behavior contributed to adjustment. These findings underscore the importance of considering both students' initial characteristics and the conditions that support learning after entry.

Admission assessment records offer institutions an opportunity to examine the characteristics measured at the beginning of students' college education. Their potential contribution extends to identifying patterns that may inform further assessment, advising, and academic support planning. Nevertheless, the usefulness of these records depends on the defensibility of their interpretation. American Educational Research Association et al. (2014) emphasized that validity concerns the evidence and theory supporting interpretations of test scores for specified uses. Accordingly, an admission score should be interpreted with reference to the assessment's purpose, measured construct, administration procedures, and scoring guidelines. A performance classification cannot, by itself, establish a student's readiness for every academic program or identify the specific assistance that the student requires.

The broader literature further indicates that academic success cannot be adequately understood through admission performance alone. Richardson et al. (2012), in a systematic review and meta-analysis, examined university academic performance in relation to prior achievement, cognitive measures, demographic characteristics, and psychological factors. Their findings identified associations involving prior academic performance, standardized admission measures, self-efficacy, academic goals, and effort regulation. Similarly, Robbins et al. (2004), through a meta-analysis of 109 studies, demonstrated the relevance of psychosocial and study-related factors to college performance and retention. Together, these studies provide a rationale for treating admission results as one source of information within a broader process of understanding students' needs. They also support examining how assessment information may guide subsequent inquiry rather than using scores as fixed judgments of students' capacity to succeed.

Academic support planning must also consider the opportunities institutions provide for productive participation in learning. Tinto (2023) discussed the role of student networks in engagement and persistence, emphasizing that social connections do not automatically produce beneficial educational outcomes. This perspective directs attention to the quality of students' academic interactions and the institutional arrangements that facilitate them. In the Philippine context, the Commission on Higher Education (CHED, 2013), through its Enhanced Policies and Guidelines on Student Affairs and Services, recognized the contribution of student services to academic support and holistic development. The memorandum included guidance and counseling services and the use of appraisal information to assist students in understanding themselves and making appropriate decisions. These perspectives provide a basis for connecting assessment information with coordinated advising, learning assistance, and referral processes.

For institutions holding historical admission records, an important research task is to determine what those records can credibly contribute to support planning. Separate files may contain useful information, but differences in coverage, variable definitions, score labeling, and completeness can limit their collective interpretation. Consolidating the files is therefore only an initial step. Their use requires examination of the population represented, the availability of relevant variables, and the meaning of recorded scores and classifications. Without this examination, aggregate findings may obscure differences in documentation or imply a degree of comparability that the records do not support.

At St. Paul University Philippines, the records obtained for this investigation covered selected schools and academic years from 2018–2019 to 2021–2022. They contained admission or placement assessment results and varying amounts of educational and demographic information. These records offered an opportunity to describe documented performance profiles while examining the information limitations relevant to their interpretation. The institutional problem addressed by the study concerned how this historical assessment information could be organized and translated into a defensible starting point for academic support planning. The investigation did not presume that existing classifications established specific learning difficulties or that the historical records represented the needs of current entrants.

The contribution of the study lay in connecting descriptive assessment profiles with an explicit process for further verification, assessment, and support. The reviewed literature established the relevance of entry characteristics, academic adjustment, and institutional support to understanding student experiences. However, applying these perspectives to the collected SPUP records required a local examination of what information was available and which interpretations it could sustain. The study addressed this contextual need by distinguishing patterns directly documented in the records from support needs that would require additional evidence. This distinction was particularly important because an overall assessment score could not establish subject-specific difficulties unless the assessment provided valid evidence for those interpretations.

Against this background, the study assessed the admission test performance profiles documented in the available records of college entrants at St. Paul University Philippines as a basis for a proposed academic support framework. It described the characteristics represented in the records, summarized recorded scores and performance classifications, and identified implications for further assessment and support planning. The findings were considered alongside relevant scholarly literature in developing a framework encompassing record verification, follow-up diagnostic assessment, accessible academic assistance, targeted assistance and referral, and monitoring and evaluation. The analysis remained descriptive and did not establish the predictive accuracy

of admission scores or the effectiveness of an intervention. Through this approach, the study contributed an initial institutional basis for organizing academic support while specifying the additional evidence needed for its implementation and evaluation.

General Objective

The study aimed to assess the admission test performance profiles documented in the available records of college entrants at St. Paul University Philippines across selected academic years from 2018–2019 to 2021–2022 as basis for developing a proposed academic support framework.

Specific Objectives

Specifically, the study sought to describe the educational and available demographic characteristics represented in the records; assess the distribution of recorded admission test scores and performance classifications; identify implications for further assessment and academic support planning; and develop a proposed academic support framework informed by the descriptive findings and relevant scholarly literature.

METHODOLOGY

Research Design

The study employed a retrospective descriptive design through documentary analysis of existing admission and placement assessment records at St. Paul University Philippines. It examined historical records to describe the characteristics represented in the dataset, summarize recorded test performance, and identify implications for academic support planning.

The investigation involved secondary analysis of records covering selected schools and academic years from 2018–2019 to 2021–2022. No new admission assessment was administered, and no academic intervention was implemented. The analysis remained descriptive because the available documentation did not establish the measurement comparability necessary for inferential comparisons across schools and cohorts.

The proposed academic support framework was developed through an interpretive synthesis of the descriptive findings, identified information limitations, and relevant scholarly literature. It constituted an initial planning proposal rather than an intervention whose effectiveness had been demonstrated.

Records and Cohort Coverage

The study examined records representing college entrants from the School of Arts, Sciences and Teacher Education (SASTE), School of Business, Accountancy and Hospitality Management (SBAHM), and School of Information Technology and Engineering (SITE) at St. Paul University Philippines.

Complete enumeration was applied to the student-level entries identified in the nine supplied Excel files and their relevant worksheets. The consolidated dataset contained 1,440 records, comprising 233 from SASTE, 851 from SBAHM, and 356 from SITE. The unit of analysis was the individual record rather than a verified unique participant.

Records were included when an identifiable student entry appeared within a relevant source worksheet. Entries were retained even when assessment results or demographic information were incomplete. Institutional headings, repeated column headings, blank rows, and other nonstudent entries were excluded.

Coverage differed across schools and academic years. SBAHM records covered all four academic years from 2018–2019 to 2021–2022. SASTE records covered 2018–2019, 2020–2021, and 2021–2022, while SITE records covered 2019–2020 and 2021–2022. The dataset therefore constituted an enumeration of the supplied records rather than a census of all University entrants during the period.

Repeated-name matches were retained because the available information did not establish whether they represented duplicate entries, repeat assessments, or different individuals. Consequently, the 1,440 records were not interpreted as 1,440 unique participants. The number analyzed varied by variable because available information differed across source files.

Instrumentation

The primary data sources were nine Excel files containing historical admission or placement assessment results and varying amounts of educational and demographic information. No new questionnaire or psychometric instrument was administered.

A structured extraction matrix was used to consolidate corresponding fields across the source worksheets. It included school, academic year, student name, recorded gender, age, degree program, course preference, senior high school strand, test score, stanine, percentile, and performance classification, where available. Additional background variables were retained when present in the source files.

Source filename, worksheet, and row number were recorded for each extracted entry to preserve traceability. Notes documented selected inconsistencies, uncertain field mappings, and conflicting labels. The extraction matrix functioned as a data organization tool; it did not constitute a newly developed psychological or educational scale.

The consolidated entries were checked against the extraction data, and the exported merged workbook was verified for agreement with the consolidated values. This verification established consistency of the consolidation process but did not establish the accuracy of the original institutional entries or the psychometric properties of the assessment.

The supplied files did not establish the assessment title, publisher, form or version, intended use, content domains, administration conditions, permissible score range, classification cutoffs, or normative reference. No technical manual or evidence of score reliability or validity for the proposed support-planning use was available to the study. Accordingly, domain-level interpretations, instrument reliability estimates, and equivalence across schools and years could not be established. Before operational use, qualified assessment personnel should recover the test specifications and review the available reliability evidence, norming documentation, and validity evidence for each intended interpretation. A documented test title or version should be added to the study record only after verification against the original files or institutional records.

Data Gathering Procedure

1. *Identification of source records*. The researchers identified the nine supplied Excel files containing assessment records for the selected schools and academic years. The scope of the investigation was limited to these files.

2. *Inspection of worksheets*. Each relevant worksheet was examined to identify student entries, assessment fields, educational characteristics, and available demographic information. Repeated headings and other nonstudent content were distinguished from individual records.

3. *Extraction and consolidation*. Student-level entries were extracted into a common matrix. Corresponding variables were aligned, while distinct fields, such as course preference and course enrolled, were retained separately. Source identifiers were included to permit subsequent checking.

4. *Standardization of analytical labels*. Equivalent recorded labels were combined for descriptive reporting. M and MALE were grouped as Male, while F and FEMALE were grouped as Female. BA, A, and AA were grouped with Below Average, Average, and Above Average, respectively. These procedures standardized presentation without recalculating assessment classifications.

5. *Identification of information limitations*. Missing values, unusual numeric entries, conflicting academic-year headings, ambiguous strand or program entries, and repeated-name matches were flagged. Questionable

values and suspected duplicate records were retained pending verification rather than automatically corrected or excluded.

6. *Verification and descriptive computation*. The merged workbook was checked against the consolidated extraction data. Descriptive statistics were computed using the available information for each variable, with denominators and relevant limitations identified in the results.
7. *Development of the proposed framework*. The researcher considered the descriptive patterns and information limitations alongside relevant scholarly literature. These inputs informed the proposed components of record verification, follow-up assessment, accessible assistance, targeted referral, and monitoring and evaluation.

DATA ANALYSIS

Python-based processing was used to extract, consolidate, and summarize the records. The merged dataset was maintained in an Excel-compatible workbook, with source identifiers retained to support traceability.

Frequencies and percentages described the distribution of records by school, academic year, recorded gender, senior high school strand, degree program entries, and other available characteristics. Percentages used the denominator specified in each table. The distribution of schoolyear records described the coverage of the supplied files and was not treated as the University's enrollment distribution.

Numeric test scores were summarized separately within each schoolyear group using the mean, sample standard deviation, median, minimum, and maximum. Unusual numeric entries were retained and explicitly qualified because their scoring meaning had not been verified. The descriptive statistics therefore represented recorded values rather than confirmed equivalent measures across cohorts.

Performance classifications were summarized using frequencies and percentages among the 1,136 records with recognizable labels. Missing and uninterpretable classifications were reported separately and excluded from that denominator. The combined classification distribution described the labels appearing in the records; it did not establish that the underlying classification norms were equivalent across sources.

Available-case analysis was applied to each variable. Records lacking information were excluded only from analyses requiring that information, and no missing values were imputed. Blank entries were not automatically interpreted as the absence of a characteristic or condition. Repeated-name matches were identified through normalization of case, spacing, and punctuation, but matching names were not treated as sufficient evidence of duplicate persons.

A performance profile was defined as a school–academic-year summary of available numeric scores and recorded classification frequencies. The analytic grouping followed the school and year assigned from source identifiers. The classification component retained the source categories after harmonizing spelling and abbreviations. It used recognizable labels as the denominator within each group. The numeric component used records with a numeric score, which could differ from the set with usable labels. No new thresholds, percentiles, or clusters were calculated. Profiles were constructed at the group level for descriptive reporting and planning.

No inferential significance tests were conducted. Observed differences were interpreted descriptively, without attributing them to school, strand, demographic characteristics, or cohort membership. The dataset also lacked subsequent academic outcomes; consequently, predictive validity and intervention effectiveness were not assessed.

The framework was developed by connecting findings directly supported by the records with appropriate planning implications and literature-informed support components. This process distinguished documented assessment patterns from student needs requiring further investigation. The framework was presented as a proposal requiring stakeholder review, refinement, and evaluation before its effectiveness could be established.

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RESULTS AND DISCUSSION

Results

The analysis covered 1,440 admission and placement assessment records from nine source files representing selected schools and academic years at St. Paul University Philippines. The results describe the records available for analysis rather than a verified population of unique college entrants. Denominators varied according to the availability of information for each variable.

Educational and Demographic Characteristics Represented in the Records

Table 1. Distribution of Records by School and Academic Year

School	2018–2019	2019–2020	2020–2021	2021–2022	Total	Percentage
SASTE	119	—	19	95	233	16.18
SBAHM	241	224	199	187	851	59.10
SITE	—	113	—	243	356	24.72
Total	360	337	218	525	1,440	100.00

Note. A dash indicates that the supplied files contained no records for the school and year combination. Academic-year assignments followed filenames and worksheet identifiers. Conflicting internal year headings remained unresolved.

SBAHM accounted for the largest proportion of records, comprising 851 or 59.10%, followed by SITE with 356 or 24.72% and SASTE with 233 or 16.18%. Across academic years, 2021–2022 had the largest number of records, with 525, while 2020–2021 had the smallest, with 218.

Coverage differed across schools. SBAHM had records for all four academic years, whereas SASTE and SITE had records for selected years only. These frequencies described the composition of the supplied dataset and did not establish the corresponding distribution of University enrollment.

Table 2. Distribution of Records by Recorded Gender

Gender	Frequency	Percentage of All Records
Male	399	27.71
Female	487	33.82
Not recorded	554	38.47
Total	1,440	100.00

Note. M and MALE were combined as Male; F and FEMALE were combined as Female.

Gender information was available for 886 records. Within this subset, 487 or 54.97% were recorded as female and 399 or 45.03% as male. The remaining 554 records lacked gender information.

Age was available for 331 records, representing 22.99% of the dataset. The mean recorded age was 18.67 years, with a sample standard deviation of 1.58 years and a range of 17–34 years. Among records containing age

information, 299 indicated ages of 18–19 years. These statistics described the available subset rather than the entire group represented in the files.

Table 3. Distribution of Records by Senior High School Strand

Strand or Recorded Entry	Frequency	Percentage
ABM	498	34.58
STEM	307	21.32
HUMSS	172	11.94
GAS	102	7.08
TVL	46	3.19
Other recorded technical/home economics labels	5	0.35
Sports	2	0.14
Entries requiring verification	3	0.21
Missing or unavailable	305	21.18
Total	1,440	100.00

Note. HUMMS was standardized to HUMSS. Blank entries, N/A, and a dash were grouped as missing or unavailable. Other technical/home economics labels comprised TVL-HE, TVLHE, and HE. Entries requiring verification were BSHRM, HRM-TM, and BSCE. Percentages may differ slightly from 100% because of rounding.

ABM was the most frequently recorded strand, accounting for 498 records or 34.58%, followed by STEM with 307 or 21.32% and HUMSS with 172 or 11.94%. Strand information was missing or unavailable in 305 records. Three additional entries contained program-like labels that could not be treated as verified strand classifications.

Program information varied in completeness and specificity. Within SBAHM, recorded entries comprised BSTM with 276 records, BSHM with 221, BSBA and its identified majors with 184, BSA with 148, and BSENTREP with 16. Six SBAHM records lacked a program entry.

Within SASTE, program information was available for the 119 records from 2018–2019 but was unavailable for the remaining 114 records. Within SITE, 128 records contained multiple program entries separated by a slash. The 113 SITE records from 2019–2020 documented course preferences rather than information in the merged Course Enrolled field. These distinctions prevented the program fields from being interpreted uniformly as confirmed enrollment.

Availability of Assessment and Background Information

Table 4. Completeness of Selected Variables

Variable	**Records with Information**	**Percentage of All Records**
Numeric Test Score	1,248	86.67
Numeric Stanine	1,137	78.96

Recognizable Performance Classification	1,136	78.89
Recorded Gender	886	61.53
Recorded Age	331	22.99
Entry in the Course Enrolled field	1,207	83.82
Family Income	119	8.26
Feeder School	119	8.26

Note. Availability indicates that an entry was present; it does not establish its accuracy or comparability across sources. The Course Enrolled field included multiple-program entries. Recognizable performance classifications comprised Below Average, Average, and Above Average, including corresponding abbreviations.

Numeric test scores were available for 1,248 records, while 192 records lacked a numeric score. Recognizable performance classifications were available for 1,136 records. A further 303 records lacked a classification, and one contained a numeric entry in the interpretation field that could not be assigned to a recognized category.

Background information was less complete than assessment information. Family income and feeder school entries were confined to 119 SASTE records from 2018–2019. These variables consequently represented a limited school–year subset.

Score availability and classification availability were not identical. Two records contained recognizable classifications without numeric scores, while all 113 SITE records from 2019–2020 contained numeric scores but lacked recorded performance classifications. Classifications were not inferred for those records.

Recorded Admission Test Performance

Table 5. Descriptive Statistics for Recorded Scores by School and Academic Year

School	Academic Year	Records with Numeric Scores	Mean	SD	Median	Recorded Range
SASTE	2018–2019	118	17.85	4.38	18.00	8–28
SASTE	2020–2021	19	13.84	6.69	14.00	3–28
SASTE	2021–2022	95	15.98	6.73	16.00	1–28
SBAHM	2018–2019	163	20.82	14.27	19.00	3–99
SBAHM	2019–2020	224	17.22	4.66	16.00	4–32
SBAHM	2020–2021	132	15.16	6.52	16.00	0–32
SBAHM	2021–2022	186	16.41	5.94	16.50	1–33
SITE	2019–2020	113	19.33	5.88	20.00	3–34
SITE	2021–2022	198	17.99	6.69	19.00	1–34

Note. SD denotes sample standard deviation. Statistics summarize numeric entries as recorded. The test versions, score scales, and norms were not verified as equivalent across sources. Unusual entries were retained pending source clarification; the table does not establish comparative academic readiness.

Within SASTE, the recorded means were 17.85 in 2018–2019, 13.84 in 2020–2021, and 15.98 in 2021–2022. The corresponding numbers of records with numeric scores were 118, 19, and 95. Thus, the descriptive results represented groups with substantially different sizes.

Within SBAHM, the 2018–2019 records exhibited the widest recorded range and greatest dispersion, with values from 3 to 99 and a standard deviation of 14.27. The meaning of the unusual entries and their scoring conventions remained unresolved. Consequently, the recorded mean of 20.82 could not be interpreted as evidence of superior performance. The remaining SBAHM cohorts had recorded means of 17.22, 15.16, and 16.41.

For SITE, the recorded mean was 19.33 in 2019–2020 and 17.99 in 2021–2022. Numeric scores were available for all 113 records in the earlier cohort and 198 of 243 records in the later cohort. These descriptive values did not establish a decline in performance because cohort composition, information completeness, and assessment comparability differed or remained uncertain.

Recorded Performance Classifications

Table 6. Distribution of Recognizable Recorded Performance Classifications

Performance Classification	Frequency	Percentage of Classified Records
Below Average	331	29.14
Average	770	67.78
Above Average	35	3.08
Total Classified Records	1,136	100.00

Note. Percentages use the 1,136 records with recognizable classifications. Abbreviated and written labels were combined. The distribution describes recorded labels and does not establish equivalence of classification norms across sources.

Average was the most frequent recorded classification, accounting for 770 or 67.78% of classified records. Below Average accounted for 331 or 29.14%, while Above Average accounted for 35 or 3.08%.

These percentages referred to classified records rather than all 1,440 records or a verified number of unique participants. They did not independently establish subject-specific learning difficulties, subsequent academic outcomes, or current intervention needs.

Table 7. Recorded Performance Classifications by School and Academic Year

School	Academic Year	Classified Records	Below Average, n (%)	Average, n (%)	Above Average, n (%)
SASTE	2018–2019	118	29 (24.58)	87 (73.73)	2 (1.69)
SASTE	2020–2021	19	11 (57.89)	7 (36.84)	1 (5.26)
SASTE	2021–2022	95	38 (40.00)	54 (56.84)	3 (3.16)
SBAHM	2018–2019	165	42 (25.45)	121 (73.33)	2 (1.21)

SBAHM	2019–2020	224	39 (17.41)	180 (80.36)	5 (2.23)
SBAHM	2020–2021	132	56 (42.42)	73 (55.30)	3 (2.27)
SBAHM	2021–2022	186	60 (32.26)	121 (65.05)	5 (2.69)
SITE	2019–2020	0	—	—	—
SITE	2021–2022	197	56 (28.43)	127 (64.47)	14 (7.11)

Note. Percentages use recognizable classifications within each school–year group. All 113 SITE records from 2019–2020 lacked classifications. No classifications were inferred. Percentages may differ slightly from 100% because of rounding.

Average was the most frequent classification in every school–year group with classified records except SASTE 2020–2021. In that group, 11 of 19 records, or 57.89%, were classified as Below Average. SBAHM 2019–2020 contained 180 Average classifications, representing 80.36% of its classified records.

The proportions varied across the recorded groups, but no inferential comparisons were undertaken. These differences were not interpreted as evidence of differences in underlying ability, program readiness, or subsequent academic success.

Information Limitations Relevant to Support Planning

The review identified 13 repeated-name groups involving 27 records after normalization of case, spacing, and punctuation. These matches did not establish duplicate identities and were retained pending verification.

Other limitations included conflicting academic-year headings, unusual numeric entries, ambiguous field labels, incomplete demographic information, and multiple-program entries. Their presence restricted the interpretation of pooled results and identified areas requiring record reconciliation.

The historical dataset did not contain subsequent college grades, credits earned, retention, graduation outcomes, or participation in academic support services. Consequently, the analysis did not establish whether particular admission classifications were associated with later academic difficulty or whether existing support services influenced student outcomes.

IMPLICATIONS FOR FURTHER ASSESSMENT AND SUPPORT PLANNING

The descriptive findings informed three planning considerations. First, unresolved record issues established a need for verification before individual assessment results could be used confidently in support decisions. Second, the recorded performance classifications provided an initial basis for considering follow-up assessment, without establishing the nature or intensity of assistance required. Third, the absence of subsequent academic outcomes identified the need for a monitoring process linking verified entry information with later student progress.

These considerations informed the proposed framework rather than demonstrating that a particular intervention was required or effective. The historical classifications were not treated as evidence of the current needs of present entrants.

Proposed Academic Support Framework

The descriptive profiles and identified information limitations provided the basis for the initial framework summarized in Table 8. Relevant scholarly literature informed the proposed support components, while the record review identified the verification and monitoring requirements.

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Table 8. Proposed Framework Components and Pilot Implementation Plan

Component	Proposed Action and Lead Units	Proposed Timing and Resources	Proposed Indicators
Assessment record verification	Admissions and Guidance verify the assessment and classification rules. The Registrar reconciles student identifiers and confirmed enrollment.	Four weeks before classes. Staff time, source files, test documentation, secure record template.	Verified records ÷ records reviewed. Number of unresolved discrepancies.
Follow-up diagnostic assessment	Guidance, advisers, and faculty use short course-relevant diagnostics, early coursework, and student-reported needs to agree on next steps.	Weeks 1–4. Adviser time, diagnostic materials, secure intake form.	Completed follow-ups ÷ scheduled follow-ups. Time from intake to support offer.
Accessible academic assistance	Academic units and student support offices offer advising, peer learning, study-skills sessions, and faculty consultation to all pilot entrants.	Weeks 2–14. Faculty and tutor hours, training, rooms or online access.	Unique users ÷ eligible entrants. Attendance and student-reported accessibility.
Targeted assistance and referral	Advisers coordinate individual learning plans with faculty and tutors. Guidance receives confidential referrals when students request help or report needs within its remit.	Weeks 3–15. Tutorial slots, referral staff time, private consultation space.	Completed referrals ÷ initiated referrals. Time to service and progress on agreed learning goals.
Monitoring and framework evaluation	Institutional research and the Registrar link records securely. Academic units and support offices review delivery, access, and outcomes.	Midterm, end of term, and next enrollment. Analyst time, restricted data storage, reporting template.	First-year GPA, course failures, credits earned, next-year retention, student feedback, and cost per student served.

Note. Roles, schedules, resources, and indicators are proposed for local confirmation. The pilot team should set targets after establishing baseline demand and available capacity.

The proposed Academic Support Framework presented in Figure 1 connects these components into a coordinated process. It links verification and further assessment with accessible assistance, targeted referrals, and evaluation, while providing a feedback mechanism for refinement.

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Figure 1. Proposed Academic Support Framework Informed by College Entrants' Admission Test Performance Profiles

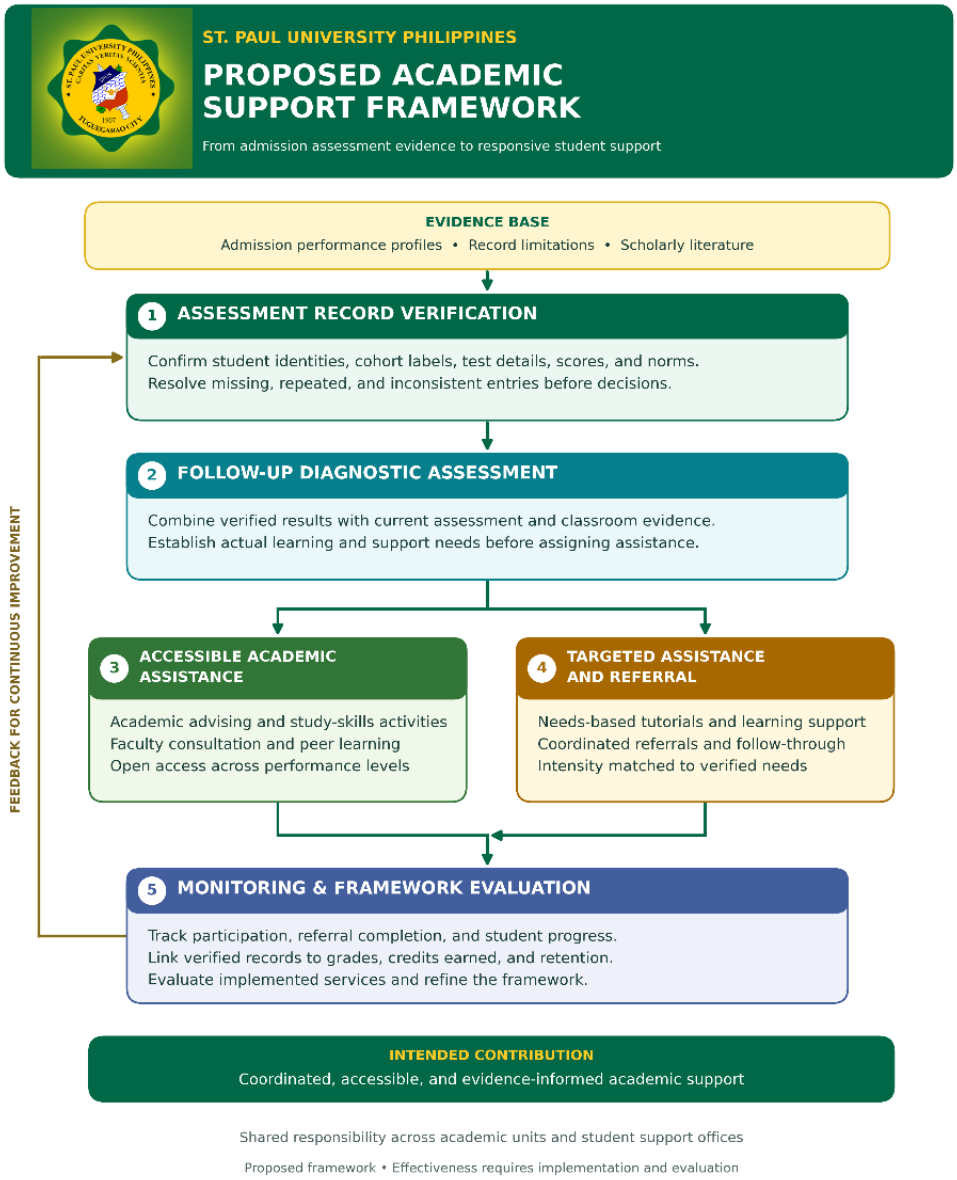


Figure 1 presents the proposed Academic Support Framework informed by the admission test performance profiles of college entrants at St. Paul University Philippines. The framework translates the descriptive findings, identified record limitations, and relevant scholarly literature into a coordinated process for academic support planning. Its five components connect assessment record verification, follow-up diagnostic assessment, accessible academic assistance, targeted assistance and referral, and monitoring and framework evaluation.

Assessment record verification constitutes the initial component because appropriate support decisions require accurate and interpretable information. The missing entries, repeated-name matches, conflicting academic-year labels, and unusual scores identified in the study highlight the importance of confirming student identities, assessment details, scoring references, and performance classifications. This process establishes the quality of the information used in subsequent assessment and planning.

Follow-up diagnostic assessment connects verified admission information with evidence of students' current needs. Admission classifications alone do not identify specific learning difficulties or establish the appropriate intervention. Consequently, the framework incorporates additional assessment, classroom evidence,

and relevant student information before assistance is assigned. For current implementation, historical findings would inform the assessment process rather than determine the needs of present entrants.

The framework then provides two complementary forms of assistance. Accessible academic assistance includes advising, study-skills activities, faculty consultation, and peer learning opportunities available across performance classifications. Targeted assistance and referral provide more focused support according to verified needs. These components allow broadly available services to operate alongside individualized assistance without treating admission classifications as fixed labels of student capability.

Monitoring and framework evaluation connect service delivery with evidence of participation, referral completion, and academic progress. Linking verified assessment records with subsequent grades, credits earned, and retention would enable the University to examine the usefulness of its assessment information and evaluate implemented services. The feedback loop returns this evidence to earlier components, allowing assessment procedures, referral arrangements, and support activities to be refined.

The framework emphasizes shared responsibility among academic units and student support offices. Its intended contribution is coordinated, accessible, and evidence-informed academic assistance. However, it remains a proposed framework; its feasibility, suitability, and effectiveness require stakeholder review, pilot implementation, and systematic evaluation.

Stakeholder Review and Pilot Evaluation

Before implementation, the University should convene assessment specialists, faculty, counselors, advisers, administrators, and student representatives to review the relevance and feasibility of each component. Reviewers should assess whether the referral language, access routes, and support options are acceptable to students. The pilot team should document ratings, comments, and agreed revisions. For a one-term pilot in a participating program, the team should estimate staffing hours, tutor training and compensation, materials, facilities or platform costs, and data management time. Capacity and the budget should be confirmed before setting service targets or expanding to other programs.

The pilot should collect baseline and end-of-term measures using the same course-relevant diagnostic or a demonstrably comparable measure. It should track reach, wait time, completion, participant experience, and actual expenditures alongside student progress. Where feasible, a phased rollout or a comparable cohort receiving usual services can strengthen evaluation. A simple before-and-after comparison can describe change but cannot isolate the effect of the framework. At term end, the team should review costs, uptake, student feedback, and academic indicators. The review should guide revisions before the next intake, with an annual review after implementation.

Confidentiality and Stigma Prevention

Use private, strengths-based invitations and provide self-referral and faculty referral across all score categories. Entry classifications should never be displayed on class lists or shared with peers, and access to routine learning services should remain open. Staff who deliver assistance should receive only the information needed for that role. The Registrar or another designated custodian should hold the linkage key separately from the analysis file. Access should be role-based and logged. Individual records should be stored securely and retained only for the approved period. Publish aggregate results with small cells suppressed where necessary to protect identities. Any student questionnaire, interview, or new outcome linkage should follow the applicable institutional authorization and ethics requirements.

DISCUSSION

The admission test performance profiles provided an initial basis for considering how historical assessment records could inform academic support planning at St. Paul University Philippines. Among the 1,136 records with recognizable performance classifications, most were classified as Average, while a substantial proportion were classified as Below Average. These findings describe the classifications documented in the

available records. Their educational significance depends on the assessment's intended purpose, applicable norms, and the accuracy of the recorded results. Accordingly, the principal contribution of the study is the identification of patterns that can guide further assessment and institutional planning, subject to verification of the underlying records.

The predominance of Average classifications, comprising 67.78% of classified records, should be interpreted in relation to the assessment's reference population. An Average classification does not necessarily indicate mastery of college-level requirements or readiness for every degree program. It also does not establish that a student will experience a smooth academic transition. Richardson et al. (2012) identified several correlates of university academic performance, including prior achievement, admission assessment results, academic self-efficacy, grade goals, and effort regulation. Their findings indicate that academic outcomes are associated with characteristics extending beyond entry test performance. For SPUP, this suggests that students across performance classifications should have access to academic assistance, with more specific support determined through additional evidence.

The 331 records classified as Below Average, representing 29.14% of recognizable classifications, warrant attention as a historical planning indicator. However, these records do not establish that the individuals represented experienced academic difficulty or required a particular intervention. A lower classification could justify further assessment when the score interpretation supports that use, but it cannot independently identify a weakness in reading, mathematics, study habits, or another area. The American Educational Research Association, American Psychological Association, and National Council on Measurement in Education (2014) emphasized that evidence must support the interpretation of test scores for their intended uses. Thus, a framework informed by these findings should use verified assessment information to guide follow-up assessment rather than automatically assign students to remedial activities.

The smaller proportion of Above Average classifications likewise requires careful interpretation. The 35 records in this category represented 3.08% of classified records, but this percentage cannot establish the prevalence of high ability among all SPUP entrants. The available files did not cover all schools and academic years equally, and the classification norms have not yet been verified. Moreover, a relatively high admission test result does not establish that a student has no need for advising, adjustment assistance, or support with academic demands. The proposed framework should therefore allow students to access assistance through several routes, including self-referral, faculty referral, and assessment findings.

The differences observed across school–year groups were descriptive and should not be interpreted as evidence that one school or cohort had greater academic readiness than another. School representation varied substantially, with SBAHM accounting for 59.10% of the records. Some school year combinations were absent, while the SASTE 2020–2021 group contained only 19 records. As a result, overall percentages were influenced by the composition of the supplied files. Changes in mean scores or classification proportions across years may reflect differences in the students represented, record completeness, assessment procedures, or scoring conventions. The findings therefore support examining comparable groups separately before considering institution-wide trends.

The distribution of senior high school strands presents a similar interpretive concern. ABM was the most frequently recorded strand, but this pattern occurred within a dataset dominated by SBAHM records. It does not demonstrate that ABM graduates predominated among all SPUP entrants or that strand membership explained admission performance. Strand information was unavailable in a substantial number of records, and several entries required correction or clarification. Program information also included multiple entries and course preferences that could not consistently be treated as confirmed enrollment. Consequently, the present results do not support conclusions about strand–program alignment or its relationship with admission test performance.

The proposed emphasis on academic adjustment is supported by evidence concerning students' experiences after entry. In their study of first-year university students in the Netherlands, van Rooij et al. (2018) found that academic adjustment was associated with university grades and earned credits. Self-regulated study behavior, intrinsic motivation, and satisfaction with the degree program were associated with adjustment. Although these findings cannot be assumed to apply identically to SPUP, they provide a rationale for considering

study-skills development and academic advising when refining the framework. Such components would address dimensions of the college transition that the present admission records did not measure.

The broader literature also supports assessing psychosocial and study-related needs before selecting interventions. Robbins et al. (2004), in their meta-analysis of college outcomes, examined factors including academic self-efficacy, achievement motivation, academic goals, social support, and academic-related skills. Their work provides a basis for considering these areas in subsequent needs assessment. However, the present study did not measure these characteristics. It would therefore be inappropriate to explain lower admission classifications as consequences of weak motivation, inadequate study habits, or limited family support. These remain possible areas for investigation rather than findings established by the dataset.

The proposed framework also recognizes that support involves students' opportunities to participate in productive academic relationships. Tinto (2023) discussed the role of social networks in engagement and persistence, noting that the existence of connections alone does not ensure positive educational outcomes. This perspective supports considering structured peer assistance, accessible faculty consultation, and coordinated advising as potential framework components. Their inclusion represents a literature-informed design choice. The admission records themselves did not establish the quality of students' relationships, their participation in support services, or the effectiveness of existing institutional arrangements.

Data verification emerged as an essential condition for applying the framework. Missing scores, incomplete demographic information, repeated-name matches, conflicting year headings, and unusual score entries limited the conclusions that could be drawn. These issues do not demonstrate that SPUP's assessment system was ineffective, since they may arise from the particular files assembled, historical recording practices, or differences in assessment conventions. Nevertheless, they show that the research dataset requires further reconciliation. A standardized record structure containing reliable student identifiers, assessment dates, test versions, scoring references, and confirmed program information would improve the interpretability of future analyses.

The historical nature of the records further limits their application to current students. The files covered selected cohorts from academic years 2018–2019 to 2021–2022, and their performance profiles should not be treated as an estimate of present support needs. Their immediate value lies in informing the design of a process through which current entrants' needs can be assessed and addressed. Before implementation, the proposed framework should be refined using current assessment information, consultation with relevant university personnel, and students' reported experiences. Support decisions concerning individuals would require current and verified evidence.

Finally, the framework remains a proposed institutional response rather than an intervention whose effectiveness has been demonstrated. Its components connect record verification, follow-up assessment, accessible academic assistance, targeted referral, and monitoring. Future evaluation would need to examine whether these processes reach the intended students and contribute to meaningful outcomes. Linking verified admission information with subsequent grades, credits earned, retention, and service participation would permit stronger investigation of both assessment usefulness and support effectiveness. Within the limits of the present study, the findings provide a descriptive foundation for this work while identifying the additional evidence needed for defensible academic support decisions.

LIMITATIONS

This single-institution study covers selected historical school–year files. Coverage and missingness differed across groups, and the records could include repeated assessments or duplicate entries. Test administration, norms, reliability, and validity evidence were unavailable for verification. Test-day anxiety, coaching, language of assessment, and unequal prior opportunities to learn could have affected scores. Their influence could not be estimated with the available data. Study habits, English proficiency, motivation, financial strain, and mental health were also not measured consistently or directly. The observed profiles therefore describe performance as documented under uncertain conditions and cannot identify the source of an individual

score. Their applicability to current SPUP entrants or to institutions with different selection criteria and student populations requires separate examination.

CONCLUSION

The study described the admission test performance profiles documented in the available historical records of college entrants at St. Paul University Philippines. Among records with recognizable performance classifications, Average was the most frequent classification, followed by Below Average and Above Average. These findings characterized the recorded assessment results but did not independently establish students' readiness for particular degree programs, specific learning difficulties, or subsequent academic success.

The usefulness of the records for academic support planning was constrained by incomplete information, repeated-name matches, inconsistent academic-year labels, unusual score entries, and unverified assessment comparability. Consequently, the findings represented the supplied records rather than a verified population of unique college entrants. The analysis remained descriptive and did not test group differences or predict subsequent academic outcomes.

The findings and relevant scholarly literature informed an initial academic support framework connecting record verification, follow-up diagnostic assessment, accessible academic assistance, targeted assistance and referral, and monitoring and evaluation. The documented information limitations supported the inclusion of verification and further assessment, while the literature informed the proposed support components. The framework provided a starting point for institutional planning; its suitability, feasibility, and effectiveness remained subject to stakeholder review, refinement, pilot implementation, and evaluation.

RECOMMENDATIONS

Based on the findings and their limitations, the following recommendations are offered.

Verification and standardization of assessment records. The offices responsible for admission assessment, student records, and institutional research should reconcile conflicting academic-year labels, ambiguous program entries, unusual scores, and repeated-name matches. Reliable student identifiers should be used to distinguish duplicate records, repeat assessments, and different individuals with similar names. A standardized database should document the assessment name and version, administration date, scoring reference, performance classification, and confirmed degree program. Corrections and decisions about record inclusion should be documented to preserve traceability.

Confirmation of assessment interpretations. Qualified assessment personnel should verify the constructs measured, permissible score ranges, classification guidelines, and normative references applicable to the historical records. Scores and classifications should be combined or compared only when their interpretations are sufficiently comparable. Where comparability cannot be established, results should remain separately reported and explicitly qualified.

Assessment of current academic support needs. The University should assess current entrants' needs using verified admission information alongside appropriate diagnostic assessment, classroom evidence, academic records, and students' reported experiences. Historical classifications should inform the design of this process rather than determine the needs of present students. Specific assistance should be assigned according to evidence of current need rather than admission classification alone.

Accessible and targeted academic assistance. Academic units and student support offices should consider providing accessible advising, study-skills activities, faculty consultation, and peer learning opportunities. More intensive tutorials and referrals should be matched to needs established through follow-up assessment. Students should be able to seek assistance through self-referral or appropriate faculty and adviser referrals, regardless of their admission performance classification.

Review and pilot implementation of the proposed framework. The proposed framework should undergo consultation with academic administrators, guidance personnel, assessment specialists, faculty members, student support personnel, and student representatives. Following refinement, a manageable pilot should specify responsibilities, referral procedures, resources, implementation schedules, and evaluation indicators. Decisions about broader implementation should be informed by the pilot findings.

Monitoring and evaluation. The University should establish a secure process for linking verified admission assessment records with subsequent grades, credits earned, retention, and participation in academic support services. Monitoring should examine access, participation, referral completion, and student progress. Evaluation should distinguish service delivery indicators from evidence of effectiveness and consider factors that may influence observed outcomes.

Further research using verified assessment records. Future researchers should examine group differences and relationships between admission assessment results and subsequent academic outcomes after establishing record accuracy and measurement comparability. Qualitative inquiry could explore students' adjustment experiences, perceived support needs, and barriers to accessing assistance. Subsequent studies should also evaluate the proposed framework after implementation to determine which components are feasible, useful, and associated with improved student outcomes.

ETHICAL APPROVAL

The study received ethical approval from the St. Paul University Research Ethics Committee. The investigation involved secondary analysis of historical student admission assessment records. The committee waived the requirement for individual informed consent. The records were accessed and processed in accordance with the institutional authorization and confidentiality conditions applicable to the study.

CONFLICT OF INTEREST

The authors are affiliated with St. Paul University Philippines, the institution whose admission assessment records were examined. The authors declare no other financial or nonfinancial conflicts of interest relevant to this study.

DATA AVAILABILITY

The underlying student-level records are not publicly available because they contain personally identifiable educational and assessment information. Public disclosure could compromise student confidentiality. Requests for access to a de-identified dataset may be directed to the corresponding author and will be considered subject to institutional authorization, applicable ethics requirements, and appropriate data protection arrangements. Access cannot be guaranteed.

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