Quality Assurance on Leadership and Strategy: Basis for Continuous Quality Improvement Plan among Higher Education Institutions

Jayson M. Barlan
Executive Director for Non-Academic Operations
Lyceum of the Philippines University
Manila, Philippines
jayson.barlan@lpu.edu.ph

Abstract

Higher Education Institutions (HEI) in the Philippines try to adhere to various accrediting standards and qualifications as well as several quality assurance (QA) mechanisms locally and internationally, including the Philippine Quality Award (PQA) Criteria for Performance Excellence, which is modeled after Malcolm Baldrige of the United States of America. The PQA program is a worldwide competitiveness model that encourages and engages public and private sector organizations and other stakeholders to strive for and achieve performance excellence. The study investigated the compliance of selected Philippine HEIs on the PQA process categories, namely, categories 1-leadership, 2- strategy, 3- customer, 4- measurement, analysis, and knowledge management, 5- workforce focus, 6-operations focus (categories 1-6) and 7- results (category 7). It explored the first two categories of the leadership triad of the PQA, i.e., leadership and strategy, that emphasize the importance of 'leadership focus' on strategic planning. By looking at the differences in the level of compliance on PQA requirements when grouped according to HEIs' firmographic profile, it showed that the level of compliance of HEIs under the leadership requirement is consistently very high while strategy requirements are from high to very high. Readiness among the HEIs in terms of Level 1 PQA criteria is present, despite the non-submission for PQA assessment. To ensure full and sustainable quality assurance compliance, a continuous quality improvement plan was recommended to help senior leaders of the organizations improve compliance on basic, overall, and multiple requirements required by both categories of the PQA Criteria for continuous performance excellence.

Keywords
Philippine Quality Award, Leadership, Strategy, Quality Management System, Performance Excellence

1. Introduction
There are several Quality Assurance (QA) mechanisms locally and internationally among which is the Philippine Quality Award (PQA) Criteria for Performance Excellence patterned after the Malcolm Baldrige of the United States of America. To date, this framework is gaining attraction for many universities and colleges in the country.

The Malcolm Baldrige National Award (MBNQA) program, established by the National Institute for Standards and Technology (NIST) in 1987, has become a recognized framework to measure, assess, and improve manufacturing, service, and small business performance (Young 2002). However, with the increase among schools in the use of quality management principles, Young added that the MBNQA system and its criteria are now used as the basis for educational management. As a result, the quality as a system for improvement has expanded from business to education (Halloran 2008).

In the Philippines, Higher Education Institutions (HEI) attempted to adhere to accrediting standards and qualifications to improve the quality of education they delivered to their students. Quality assurance is critical among HEIs. It is still a fascinating subject of education research (Sipacio 2015). He went on to say that different stakeholders' definitions of quality assurance mean other things and that, as a result, he believes that quality indicators should be clearly defined.

The PQA however is different from accreditation in a way because it assesses the organization's performance and continuous improvement mechanisms by looking at not only on their approaches on the key items of the process

categories (Categories 1-6) but also on the results (Category 7).

The PQA [Program] is a global competitiveness template that aims to encourage and engage public and private organizations and other stakeholders to strive for and attain performance excellence. It is a national award program that recognizes public and private sector organizations' achievements in their journey towards performance excellence (PQA | Philippine Quality Award - Background of PQA n.d.). The PQA was created through Executive Order 448 on October 3, 1997 and was institutionalized through the signing of Republic Act 9013 by then President Fidel V. Ramos on February 28, 2001 (Republic Act No. 9013 | GOVPH 2001). PQA has evolved over time. To date, the framework has specific criteria for the public and private sectors, health, and education, among others. The requirements of the PQA criteria for performance excellence are embodied in the seven categories, which are leadership; strategy; customers; measurement, analysis, and knowledge management; workforce; operations; and results. The bases for the criteria are the Baldrige Performance Excellence Program of the United States, Australian Quality Awards, Japan national Quality Award, Singapore Quality Award, and the European Quality Awards. However, this study investigated only the first two categories of the leadership triad of the PQA that emphasize the importance of 'leadership focus' on strategy. These two are Category 1 - Leadership and Category 2 – Strategy.

Although there are various quality assurance mechanisms in place and used by HEIs, both local and international, the results or outcomes of these QA sometimes do not reflect on the performance of students and the school. Hence, there seems to be a gap between the level of accreditation and the performance of schools in terms of key results. Consequently, the fundamental reason for this research is to describe the compliance of HEIs with the PQA requirements and scrutinize how the PQA Criteria for Performance Excellence specifically on Education can improve not only the compliance of HEIs to the different accreditation standards by using the PQA framework but also for continuous improvement and future success.

1.1 Objectives
This study investigated the compliance of Philippine HEIs to PQA Requirements of Categories 1 & 2 and proposed a continuous improvement plan for HEIs to help senior leaders improve compliance on the leadership and strategy requirements of the PQA.

2. Literature Review
Leadership, strategy, customers, measurement, analysis, and knowledge management, workforce, operations, and results are the seven categories in which the PQA standards for performance excellence are incorporated (PQA Education Criteria for Performance Excellence | 2017-2021). The criteria are based on the United States' Malcolm Baldrige National Quality Award (*PQA | Philippine Quality Award - Background of PQA*. (n.d.), Australia's Quality Awards, Japan's National Quality Award, Singapore's Quality Award, and Europe's Quality Awards.

These seven criteria serve as the foundation for the organization's self-evaluation, awarding, and providing feedback to candidates. Three crucial functions are played by the criterion. These responsibilities include assisting in the improvement of organizational performance practices, capabilities, and results; facilitating communication and sharing of information on best practices among Philippine organizations of all types; and serving as a working tool for understanding and managing performance, as well as guiding organizational planning and learning opportunities (PQA | Philippine Quality Award - Resources n.d.). Furthermore, the criteria are intended to assist organizations in developing an integrated approach to organizational performance management that results in the delivery of ever-improving value to customers and stakeholders, as well as improved overall organizational effectiveness and capabilities, as well as organizational and personal learning.

The system's highest level of performance is the Organizational Profile, which establishes the organization's context. The atmosphere of the organization, key working connections, and strategic scenario are all included. This serves as the organization's performance management system's overall guidance. The six PQA Categories are arranged in the figure's middle. The leadership triad (Miranda and Reyes-Chua 2021) is represented by the three categories on the left: Category 1 – Leadership, Category 2 – Strategy, and Category 3 – Customers. These three elements have been brought together to underline the leadership's impact on strategy and customers. The organization's direction is established by senior leaders. Category 5 – Workforce Focus, Category 6 – Operations Focus, and Category 7 – Results are on the right side of the system. The triad of results is represented by this group. The operations workforce and key processes complete the organization's work to produce results. The horizontal arrow connects the leadership triad with

the results triad, indicating the link between Leadership (Category 1) and Results (Category 7). Measurement, Analysis, and Knowledge Management (Category 4) is the core of the performance management system and is crucial to the organization's effective management. The criteria's main characteristics are goal-based diagnosis; non-prescriptive and adaptive; support a systems approach to sustaining organization-wide goal alignment and support a goal-based diagnosis (PQA 2017-2021).

The role of Senior Leaders is important. Senior leaders set the direction of the organization. This direction is reflected in the organization's strategic plan. The overall question in Category 1.1 – Senior Leadership is about how the leaders lead. The organization is assessed on the role of the leaders in setting the vision and values. Furthermore, the assessment looks also at how these vision and values are communicated and deployed to the workforce, the customers, and stakeholders identified by the organization in its profile. For HEIs, customers may include students, alumni, parents, and industry partners, including those potential students or customers. The vision should serve as a context for the HEI's strategic objectives and action plans outlined in its strategic plan (Category 2.1 and 2.2).

Under vision and values, senior leaders are also assessed for their commitment to these values as well as their action to promote them. Another item in this category is 'Promoting Legal and Ethical Behavior'. In this item requirement, the HEI is assessed on the different programs deployed that show commitment of the Senior Leaders to legal and ethical behavior. Furthermore, under Vision, Values, and Mission of this category, HEIs are assessed on the actions of leaders in ensuring a successful organization. The organization should be able to meet present institutional needs while also planning for its future institutional, market, and operating environments through agility and strategic management. Future success may necessitate driving transformational changes in the structure and culture of the institution.

An important item in this category is communication. Senior leaders must maintain two-way communication with their staff, including customers, partners, and suppliers, about the organization's values, goals, and expectations (Blazey 2013). He went on to say that two-way communication allows senior leaders to obtain feedback on their leadership performance from others.

The strategy, personnel, work processes, and assets are all factors that senior leaders evaluate while taking action. It entails taking calculated risks and implementing innovations, as well as addressing customer and stakeholder needs. Productivity gains can be achieved by eliminating waste or reducing cycle time; improvement efforts can include PDCA, Six Sigma, Lean, TQM, Continuous Improvement Program, Institutional Sustainability Assessment, Accreditation, and ISO; and addressing customer and stakeholder needs.

Item 1.2 assesses the institution's governance structure, which covers how the business meets its duties in the community and society, how it assures ethical and legal conduct, and how it promotes and supports senior leaders and personnel to exercise good citizenship (Blazey 2013).

In the area of governance, the category is looking for how the organization reviews and achieves the following key aspects of the governance system: accountability for the actions of the senior leaders, strategic plans, financial, including transparency in the operations, how members of the board are chosen, the independence and effectiveness of both the internal and external audits, how the stakeholder's interest are protected, and the succession plan for its senior leaders.

In the area of performance evaluation of senior leaders, the organization should be able to present the methods on how the performance of senior leaders, including the President or Chief Executive, and the Board, are evaluated.

Other key aspects of this category are legal and ethical behavior and societal responsibilities. Under legal and ethical behavior, the organization will be assessed on its approaches to anticipating and addressing public concerns when it comes to the programs and services offered by the institution including the actions of senior leaders in promoting and ensuring ethical behavior is always practiced.

In terms of societal responsibilities, the institution should be able to provide mechanisms on how societal well-being is considered in the strategic plan and daily operations, as well as how the selected community is supported.

Meanwhile, the PQA Category 2 is about strategy development and implementation. The category examines the organization's strategy and action planning processes, as well as the execution of plans to ensure that everyone is working toward the same goals. It investigates how plans are altered, as well as how achievements are monitored and maintained.

Strategic goals, according to Blazey (2013), are the things that an organization must really accomplish to be successful in the future. They are defined in outcome-oriented quantifiable terms. After determining what must be accomplished for the organization to be successful in the future (the strategic objectives and associated goals), it must put the plan into action (develop and carry out action plans).

Procedures for how strategic planning is handled, including the phases, who are the participants, and the short- and long-term planning horizons are specific issues to address in Category 2.1. It also examines how the organization integrates innovation into the strategic planning process, how relevant data is gathered and evaluated as inputs to the process, and the strategic goals, as well as the timeline for achieving them.

Category 2.2, on the other hand, examines how the organization executes the plan. The section looks at how action plans are created, deployed, and, if required, changed. The company should be able to communicate its short- and long-term goals, as well as how they relate to the strategic objectives. Resources, timelines, and personnel requirements should also be clearly defined. It's also crucial to define how the action plans will be evaluated using the appropriate indicators.

In a recent study conducted by Fauzi (2021), he analyzes the opportunity for an academic institution to reach a world-class university for its quality to improve and increase its competitiveness continuously. He concluded that the Malcolm Baldrige Education Criteria for Performance Excellence drives continuous improvement for schools in Indonesia. He stated further that leadership is positively correlated with the work environment of lecturers using the Malcolm Baldrige criteria. He added that Baldrige is a guide and complete/comprehensive performance measurement and management guide for improving and guiding organizational performance to attain the highest quality and excellence possible.

In the study conducted by Faulkner (2002) about the Baldrige educational quality criteria as another model for accreditation in American Community Colleges, she revealed that because of increased public scrutiny and calls for greater responsibility, community schools are looking for innovative ways to improve campus procedures while also validating good practices. While quality concepts have long been utilized in the business and health care industries to increase productivity and customer satisfaction, educational institutions have only recently adopted these tools and practices. Some accrediting organizations around the country have begun to use components of the Baldrige Criteria to re-accredit colleges and universities. She looked at the Baldrige Educational Quality Criteria as another example for community colleges achieving regional accreditation requirements. It was discovered that patterns and essential characteristics support the application of applying quality processes in community colleges.

Finally, the related research literature supports what this paper wanted to achieve. There have been many studies, both local and abroad, about the positive effect of the use and implementation of the Malcolm Baldrige Framework or the Philippine Quality Award Criteria for Performance Excellence on the overall performance of schools. This study will now deal with the PQA as an alternative quality assurance tool with the focus on Criteria 7 – Results and how it can impact and benefit the schools in ensuring the accreditation criteria, ISO standards, and the international accreditation criteria or methodology can be integrated into one to bring positive results and boost the quality, effectiveness, and performance of the different targets and key results identified by the institution.

As many universities around the world utilize different quality assurance mechanisms, all of these may be captured by one of the most popular business models that big companies have used and now by schools in America, Australia, Europe, Japan, the Philippines, and others – the Malcolm Baldrige Business Performance Model or in the case of the Philippines, the Philippine Quality Award Criteria for Performance Excellence. In this paper, the researcher will explain how compliance to the PQA Criteria for Performance Excellence, specifically on the requirements of Category 1 and Category 2 can support the quality assurance programs of HEIs and how focusing on results can help supplement all other quality assurance mechanisms like the QS and THE methodologies, local accreditations, and quality management system to improve performance and consequences and achieve international accreditations.

3. Methods

This study used the descriptive type of research, and a questionnaire was given to the respondents. Descriptive research according to Sahin and Mete (2021) seeks to characterize a study problem correctly. It entails gathering data to test hypotheses or answer questions regarding the present state of the study's subject, as well as attempting to obtain deep data and knowledge about the item by providing detailed data and information. The goal of descriptive research is to describe, explain, or justify a hypothesis or goal. The goal of descriptive research questions is to succinctly describe the variables being measured. The factors will be quantified using the study questions. In this study, descriptive research was used to determine the compliance of selected Philippine HEIs to the PQA requirements of Categories 1 (Senior Leadership) and 2 (Performance Excellence).

The participants of this study were selected leaders or school administrators of private and public HEIs within the Manila, Ermita, and Intramuros called the South Manila Educational Consortium or SMEC. The SMEC is composed of the following schools in the South of Manila: Adamson University, De La Salle University, De La Salle-College of Saint Benilde, Emilio Aguinaldo College, Lyceum of the Philippines University-Manila, Philippine Christian University, Philippine Normal University, Philippine Women's University, Santa Isabel College, St. Scholastica's College, St. Paul University – Manila, and the University of the Philippines-Manila. The researcher chose the consortium because of his active involvement and affiliation with the schools as past Chairperson of the Student Affairs Committee. The consortium is also composed of colleges and universities, public and private, sectarian and non-sectarian which may provide a good overview of HEIs in the Philippines.

Since the SMEC is an organized group of HEIs in Manila and the schools are accessible, the researcher used convenience sampling. According to Edgar and Manz (2017), the most common type of nonprobability sampling is convenience sampling. It is a method of collecting samples by taking samples from around a location that is conveniently located. Only senior leaders or administrators like members of the academic and administrative council or management committee who oversee decision-making were given the questionnaire.

4. Data Collection

The researcher adopted the process evaluation tool of PQA for categories one and two. The questions were adopted from the overall requirements of the Education Criteria of the PQA. The instrument used a 4-point Likert scale to determine the level of compliance with 4 as Very High, 3 as High, 2 as Low, and 1 as Very Low. To determine the verbal interpretation, the researcher calculated the mean distribution by subtracting the highest scale point value to the lowest scale point value and divided by the number of scale points ([4-1]/4= 0.75. Thus, the interpretations for the following weighted mean are Very High (3.28 – 4.00), High (2.52 – 3.27), Low (1.76 – 2,51), and Very Low (1.00 – 1.75).

The data was quantified and measured using the frequency and percentage, and weighted mean methods. An analysis of variance was used to test the significant difference in the level of compliance on PQA requirements Categories 1 and 2 when grouped according to firmographic profile. With the use of the Jamovi Statistical Software Tool, the datasets were run to measure the r-score and p-value. Significance Levels were set at $p<.05$ for statistically significant and $p< .001$ for highly significant.

5. Results and Discussion

5.1 Numerical Results

Table 1. Descriptive Statistical Treatment for Category 1 using Weighted Mean

Criteria	Weighted Mean	Interpretation	Rank
1.1a(1) Vision and Values	3.92	Very High	2
1.1a(2) Promoting Legal and Ethical Behavior	3.96	Very High	1
1.1a(3) Creating a Successful Organization	3.57	Very High	9
1.1b(1) Communication	3.57	Very High	9

1.1b(2) Focus on Action	3.76	Very High	3
1.2a(1) Governance System	3.62	Very High	6
1.2a(2) Performance Evaluation	3.54	Very High	10
1.2b(1) Legal, Regulatory, and Accreditation Compliance	3.59	Very High	7
1.2b(2) Legal and Ethical Behavior	3.57	Very High	9
1.2c(1) Societal Well-being	3.63	Very High	5
1.2c(2) Community Support	3.69	Very High	4
AVERAGE MEAN	**3.67**	Very High	

Table 1 presents the descriptive statistics on the level of compliance of HEIs with the requirements of PQA Category 1 - Leadership. While all HEIs scored very high in all the requirements of Category 1, it can be surmised from the results that the highest scores is on the compliance with 1.1a(2) Promoting Legal and Ethical Behavior with a weighted mean of 3.96 and 1.1a(1) Vision and Values with a weighted mean of 3.92 and interpreted as very high. The lowest score with the weighted mean of 3.54 is on compliance with 1.2a(2) Performance Evaluation.
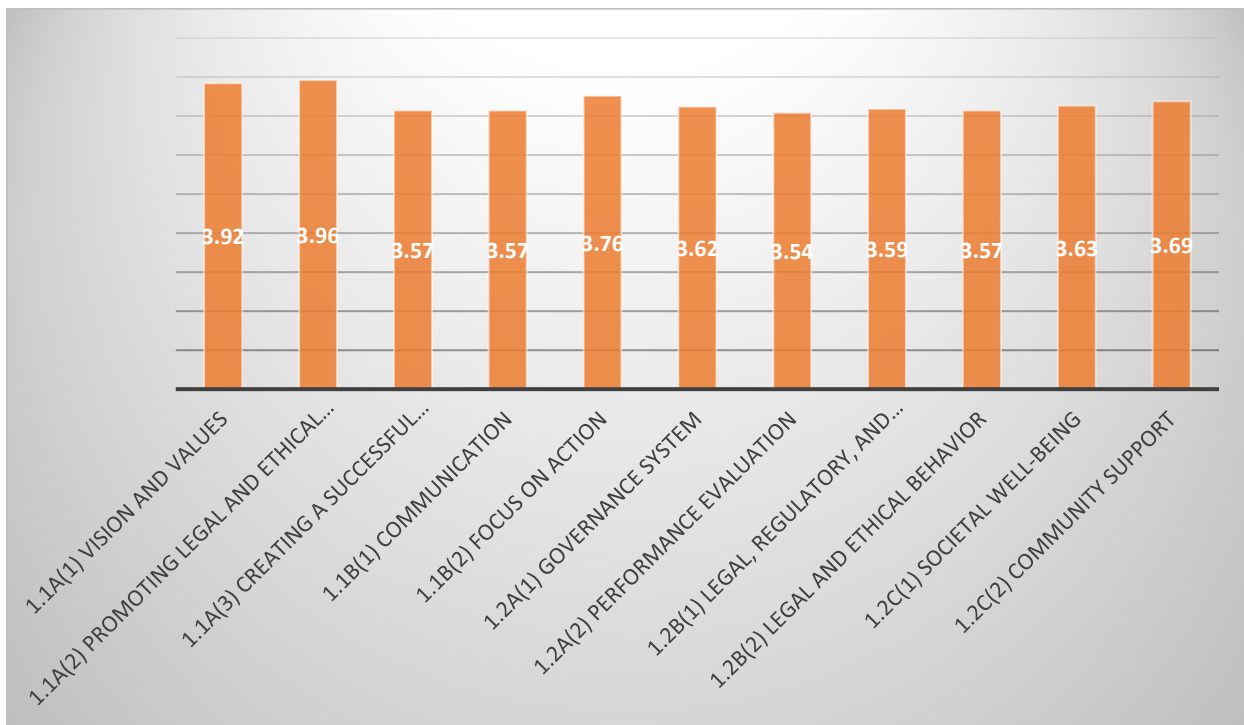

Figure 1. Category 1

Category 1 includes the basic, overall, and multiple requirements in the areas of senior leadership and governance, and societal responsibilities. Category 1.1 – Senior Leadership asks how senior leaders lead in the organization, and a score of 70 points is assigned. The focus of the category is on the personal actions of senior leaders in guiding and sustaining their organizations. These include senior leaders' role in the setting of the vision and values of the organization, how their actions demonstrate their commitment to legal and ethical behavior, how their actions build an organization that is successful now and in the future, their strategies on how they communicate with and engage their workforce, students, and key stakeholders within the organization, and on how they create a "focus on action" that will achieve the organization's mission.

Governance and Societal Responsibilities, Category 1.2, asks about how senior leaders control the organization in order to meet their societal responsibilities. It discusses how the company achieves responsible governance, such as systems for ensuring responsibility for senior leaders' activities, accountability for action plans, budgetary accountability, and operational transparency, among other things. Similarly, organizations that apply the criteria should have an approach on how to evaluate the performance of senior leaders, chief executives, and the board. In the area of legal and ethical behavior, the institution must have processes to anticipate and address public concerns with the program offerings and the services provided and on how senior leaders promote and ensure ethical behavior in all transactions. The category also considers how social well-being is incorporated in the organization's strategy and day-to-day operations, as well as the community assistance offered.

The findings above demonstrate that HEIs have capable and dedicated leaders. The organization's success may be ascribed to the school's leaders, who define the school's goals and maintain a focus on the initiatives that will enhance operations both now and in the future. These leaders have a long-term vision and a strong commitment to continuous development, innovation, calculated risk-taking, and organizational sustainability.

Halloran (2008) discovered in his study that visionary leadership is an important aspect in the implementation of the Malcolm Baldrige Framework, and in order to overcome obstacles during the process, effective leadership is essential. Crumley (2008) conducted another study to determine the fit of the Malcolm Baldrige National Quality Award on the Quality Schools Model (QSM), and the findings revealed that leadership drives the remaining Baldrige constructions inside the QSM in Alaskan educators and that leadership had a significant direct causal effect on 'staff focus' and 'knowledge management,' as well as an indirect causal effect on the remaining categories.

Similarly, Kisunzu (2011), in looking at the strategies employed by senior executives on planned change among educational institutions who are recipients of the Malcolm Baldrige Award in the United States of America, found out that sustained leadership ensures that changes in the vision, mission, and values of the organization are integrated into the strategic planning process and that an open, authentic, and responsive communication implemented by the senior leaders are important.

These studies, including the findings in this research, suggest that in any organization, the role of senior leaders and executives is very important. Leaders set the vision for the organization, and them being role models can reinforce ethics, values, and expectations among their people.

Table 2. Descriptive Statistical Treatment for Category 2 using Weighted Mean

Criteria	Weighted Mean	Interpretation	Rank
2.1a(1) Strategic Planning Process	3.59	Very High	5.5
2.1a(2) Innovation	3.30	Very High	11.5
2.1a(3) Strategy Considerations	3.30	Very High	11.5
2.1a(4) Work Systems and Core Competencies	3.26	High	13
2.1b(1) Key Strategic Objectives	3.59	Very High	5.5
2.1b(2) Strategic Objectives Considerations	3.50	Very High	8
2.2a(1) Action Plans	3.52	Very High	7
2.2a(2) Action Plan Implementation	3.44	Very High	10
2.2a(3) Resource Allocation	3.68	Very High	4
2.2a(4) Workforce Plans	3.46	Very High	9
2.2a(5) Performance Measures	3.76	Very High	2
2.2a(6) Performance Projections	3.69	Very High	3
2.2b Action Plan Modification	3.77	Very High	1

AVERAGE MEAN	3.53	Very High

Table 2 presents the descriptive statistics on the level of compliance of HEIs with the requirements of PQA Category 2. The results show that HEIs compliance is high in one criteria item -- 2.1a(4) Work Systems and Core Competencies as indicated in the weighted mean score of 3.26, the lowest among the 13 items of the category compared with very high for all the 12 item requirements of Category 2.
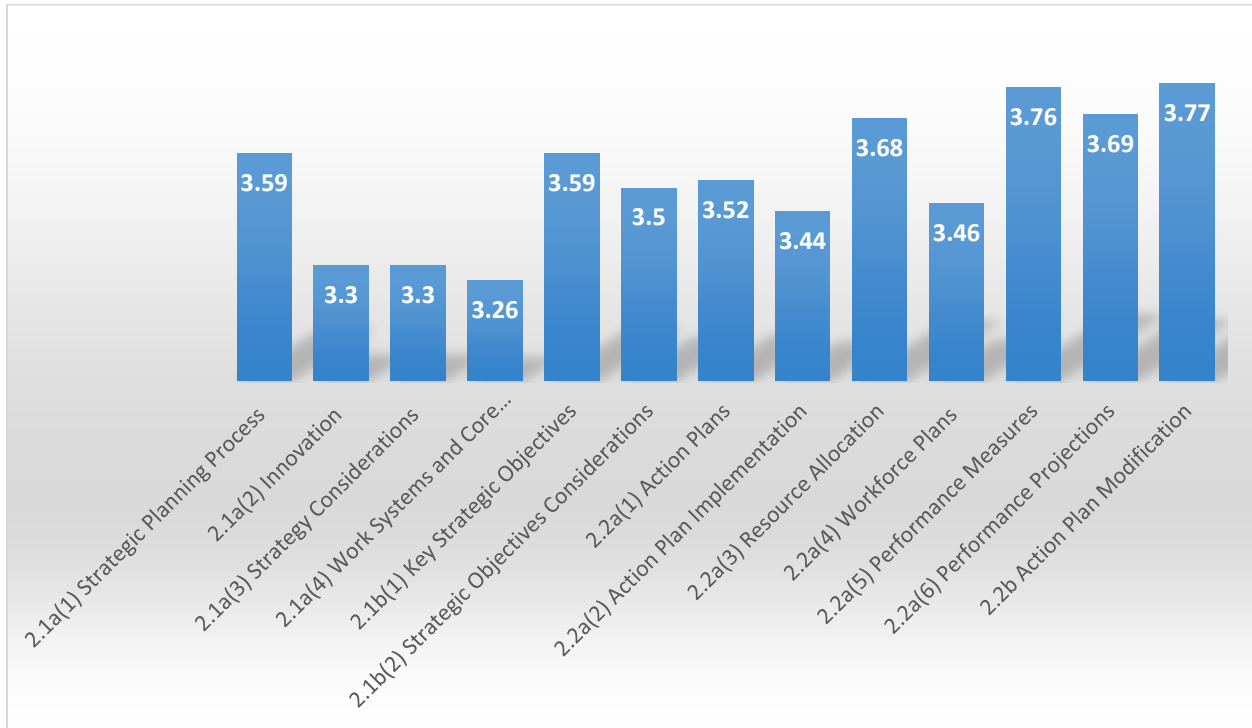

Figure 2. Category 2

It's also worth noting that the highest weighted mean in this category is on item 2.2b Action Plan Modification with a weighted mean of 3.77 while the lowest within the range is on item 2.2a(2) Innovation and item 2.2a(3) Strategy Considerations with a weighted mean of 3.30.

Category 2 (Strategy) of the PQA look at how the organization develops its strategic objectives and action plans, including its implementation. Category 2.1 focuses on strategy development, while Category 2.2 focuses on implementation.

A well-developed strategy and an excellent implementation and execution of the programs are important to the success of any organization. The PQA framework focuses on three fundamental dimensions of organizational excellence that are critical for strategic planning. These are (1) student-centered excellence; (2) operational performance improvement and innovation; and (3) organizational learning and learning by workforce members.

The requirements on the strategy design (Category 2.1) focus on how the institution develops a plan to meet the school's issues and capitalize on its strengths, as well as how the leaders choose important work processes and core skills. It also inquires about the strategic objectives and the aims that go along with them. The goal is to improve the overall performance, competitiveness, and ability to succeed in the future. On the other hand, the requirements of strategy implementation (Category 2.2) ask about how the institution translates the strategic objectives into action plans for achieving them, as well as how the institution tracks progress against these action plans. The goal is to guarantee that the initiatives are implemented successfully and that the objectives are met.

The results above indicate that HEIs are compliant (High and Very High) in the requirements of Category 2.1 in developing the institution's Strategic Plan. Likewise, the results also indicate that HEIs are also compliant (Very High) in the requirements of Category 2.2, which is the implementation processes of the Strategic Plan.

Tolleson (2009), quoting Kaplan and Norton (2005) said that despite having strategic plans in place, organizational leaders frequently fail to fulfill their performance goals due to a lack of implementation success. He continued that the failure of strategy execution may be traced back to a lack of successful achievement of key organizational performance variables. This statement supports the requirements of the PQA in the design and implementation of strategy and the very purpose of the category.

On another note, Brown-Bulloch (2011), citing Norton (2008), argued that poor execution is cited as the cause of up to 90% of strategy failures, posing a threat to corporate competitiveness. Brown-Bulloch citing another study by Kaplan and Norton (2006b) emphasized that TQM has enabled firms to focus more effectively on process management and organizational reforms, but "the capacity to integrate strategy across organizational units [has] remained elusive."

In those studies, it cannot be overemphasized the need to develop an excellent strategy that is required of the institutions and approaches on how the plans will be executed. The PQA Category 2 provides guidance to businesses, including schools, on how to do so.

5.2 Proposed Improvements

Proposed Continuous Improvement Plan to Enhance the Compliance of SMEC
with the PQA Education Criteria for Performance Excellence

Key Result Area/ Objectives	Strategies	Success/ Performance Indicator	Department/ Persons Responsible
KRA 1 Senior Leadership			
To evaluate the performance of senior leaders including the president (CEO) and members of the governance board. [PQA 1.2a(2)]	Evaluate the performance of senior leaders, including the president (chief executive, CEO, or counterpart) and the governance board.	Improved performance of Senior Leaders	Human Resources Department
To describe the procedures of the organization, including its measurements or indicators in ensuring the deployment of legal and ethical behavior. [PQA 1.2b(2)]	Define the procedures and measurements or indicators that will be used for enabling and monitoring ethical conduct as well as in interactions with employees, customers, parents, suppliers, and other stakeholders.	A well-defined and systematic approach to monitoring ethical behavior.	Human Resources Department
To ensure a successful organization. [PQA 1.1a(3)]	Ensure strategies to achieve the vision and action plans are agile and sustainable.	A well-developed strategy.	Institutional Planning/Quality Management
To establish a systematic communication system throughout the organization. [PQA 1.1b(1)]	Deploy a systematic communication system throughout the organization.	Improved communication processes that covers employees, students, suppliers, partners, other customers and	Strategic Communication Department

		stakeholders	
To ensure that the needs and requirements of key stakeholders are considered in developing programs and services. [PQA 1.2b(1)]	Conduct consultation and focus group discussions with key stakeholders to understand their needs and requirements relevant to the program and service offerings of the school.	A well-developed curriculum and improved services.	Academic Council Academic Heads
KRA 2 Strategy			
To ensure an effective work system for the achievement of strategic goals and objectives. [PQA 2.1a(4)]	Identify key work systems needed to achieve the objectives identified in the strategic plan.	Effective and appropriate work system.	Operations Head Strategic Managers Quality Assurance Office
To use available data in deciding which plans will be considered in the strategic plan. [PQA 2.1a(3)]	Describe how the organization gathers and analyze data, and use the information for strategic planning.	A fact-based, data-driven strategic objectives/plans.	Strategic Managers Quality Assurance Office
To ensure innovation is incorporated in the strategic planning. [PQA 2.1a(2)]	Describe the method for stimulating and incorporating innovation within the strategy formulation process.	A systematic process of incorporating innovation in strategic planning.	Strategic Managers Quality Assurance Office
To have a system in deploying action plans. [PQA 2.2a(2)]	Prepare a workflow or process map on how action plans are systematically deployed.	Systematic deployment of action plans.	Strategic Managers Quality Assurance Office
To ensure that the strategic objectives are supported by a good workforce plan. [PQA 2.2a(4)]	Prepare the workforce plans and requirements for each plans/objectives identified in the strategic plan.	A well-crafted strategic plan supported by effective workforce plans.	Human Resources Department Strategic Managers Quality Assurance Office

6. Conclusion

1. The level of compliance of HEIs with the requirements of PQA Category 1 – Leadership is very high.
2. The level of compliance of HEIs with the requirements of PQA Category 2 – Strategy is from high to very high.
3. A Continuous Improvement Plan was crafted to help HEIs implement the basic, overall, and multiple requirements required by Category 1 – Leadership and Category 2 – Strategy of the Philippine Quality Award Criteria for Performance Excellence to ensure full compliance.

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Biography

Jayson Barlan is the Executive Director for Non-academic Operations at Lyceum of the Philippines University, concurrent as Director of Institutional Development Office in charge of the university's strategy, operations, and quality assurance programs. He also served as Dean of Student Affairs from May 2015 up to January 2023. He also served as Chair of the South Manila Educational Consortium – Student Affairs Committee (SMEC-SAC) from 2018-2020. Currently, he is a candidate for a Doctor of Philosophy in Management Education at Lyceum of the Philippines University – Batangas. His research interest is quality management, operations management, and the Philippine Quality Award. He also has a master's degree in Public Administration and a graduate of Bachelor of Arts in Mass Communication from the same university.