

Strand : Business

**Evaluation of Strategic Planning in HEIs Using Context, Input, Process, Product (CIPP)
Model: Basis for an Enhanced Model**

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Abstract

This study aimed to evaluate and improve the prevailing strategic planning process of selected Higher Education Institutions (HEIs) using the Context, Input, Process and Product (CIPP) by Daniel L. Stufflebeam in 1966. The study utilized quantitative techniques with 644 respondents composed of administrators, associates and assistants in administration, faculty and staff of selected higher education institutions (HEIs). Six HEIs were selected to represent each type of institution under the vertical typology of the Commission on Higher Education (CHED), namely: autonomous, deregulated, and regulated. In each category, two were selected to represent the group of HEIs they belong: two HEIs which were granted Autonomous Status, two HEIs that were given Deregulated Status, and two HEIs with Regulated Status. The geographical location was considered in choosing the HEIs. The evaluation results emphasize that the performance and degree of implementation of both autonomous and deregulated status are of the same range in most of the aspects that were subjected to evaluation. It is suggesting that deregulated HEIs performance is leaning towards being autonomous than of being at the lower end of the scale, except for financial capability where the capacities of deregulated HEIs is closer that of regulated HEIs. Based on the results, a proposed program to enhance strategic planning process model was developed.

Keywords: strategic planning, Context, Input, Process, Product

Introduction

Strategic planning is a clear and distinct set of activities that aims to produce a roadmap for the overall direction of the company in optimizing its capacities given its resources (Olsen, 2012). It defines what a business should emerge as and by what means it can best realize that goal. It assesses the full potential of a business and openly bridges the company's objectives to the actions and resources required to attain them. Strategic Planning offers a logical process to ask and answer the most significant questions challenging a management team (Rigby & Bilodeau, 2013).

Strategic Planning is a significant management tool that does not only provide a margin of safety in the financial and operational arenas of any organization; moreover, it provides direction and guidance as to what and where the institution will be in five, ten or fifteen years from the present (Hinton, 2012).

The strategic planning process has an important role in every organizational setting (Adeyoyin, 2005; Decker & Hoppner, 2006; Kibachia, Iravo, & Luvanda, 2014). Organizations have developed networked cooperation to develop their activities. Each strategic plan has particular merits that are related to the external environment, internal processes and structures, financial resources, and human capabilities. Strategic evaluation is used to judge these merits and the strategic planning process. The evaluation of strategic plans requires a framework and sensible judgments on different strategic objectives weighted against each other. The various strategic objectives should be aligned with each other in a balanced way so that the strategic plan can build a bridge between the perceived present situation and the desired future position described by the vision (Johnson & Scholes as cited in Kibachia et al., 2014).

However, strategic planning processes don't always have positive outcomes. In the study conducted by Amedzro St –Hilaire (2011) as supported by many authors of empirical studies, he highlighted the fragility of the strategic planning process. Indeed, on other hand it is quite difficult to demonstrate the benefits, and secondly, these studies have shown that despite the considerable effort made by several companies to prepare and develop coherent strategies, few of them are implemented and lead to expected changes. He stated further that the use of strategic planning is not acquired, and the process does not always lead to expected results.

The result of the opinions regarding the contribution of the strategic planning process to the success of the company remain fairly divided. Although there is a link between planning and success, it is unclear whether the firm planning leads to success, or if it is the success that gives the company the means to implement a strategic planning. It was also demonstrated in his paper that strategic planning doesn't always lead companies to success, and it doesn't provide a systematic comparative advantage over companies that didn't adopt strategic planning.

A common challenge faced by all organizations, whether private or public, is how they will successfully manage strategic planning process for attainment of organizational objectives. Some researchers have noted that organizations fail to implement up to 70 per cent of their strategic plans (Kibachia et al., 2014). In the Philippines, the lack of overall vision, framework, and plan; deteriorating quality of higher education; and limited access to quality higher education are among the challenges faced by education institutions. The lack of overall vision, framework, and plan resulted to the multiplying of HEIs and programs (Licuanan, 2011).

This study aims to evaluate and improve the prevailing strategic planning process of selected higher education institutions using the Context, Input, Process, and Product by Daniel L. Stufflebeam in 1966.

Methodology

Research Design

This evaluation study made effective use of the quantitative research design. The evaluation of the strategic planning process is reviewed through the use of the Stufflebeam's CIPP Evaluation Model which focused on the context (C), inputs (I), processes (P), and product (P) of this institution. The

research questions were formulated to coincide with the four thematic areas of the CIPP Evaluation Model that formulated the framework of this study.

Population and Sampling Technique

The respondents of this evaluation study are administrators, associates and assistants in administration, and faculty and staff of selected HEIs in the Philippines. In particular, the colleges and universities which are bona fide members of the Association of Schools, Colleges, and Universities (ACSCU). Only six were selected to represent three categories of HEIs based on the vertical typology of the Commission on Higher Education (CHED), namely: autonomous, deregulated, and regulated. In each category, two were selected to represent the group of HEIs they belong: two HEIs which were granted Autonomous Status, two HEIs that were given Deregulated Status, and two HEIs with Regulated Status.

There were 644 respondents included in this study of which 225 or 34.94% were faculty from autonomous HEIs, 229 or 35.56% from deregulated, and 190 or 29.50% from regulated. Based on their horizontal typology, 333 or 51.71% from universities, and 311 or 48.29% from college.

Instrumentation

Demographic profile questionnaire. The demographic profile of the respondents includes educational attainment, years of service and position.

Strategic Planning Processes Scale. This set of questionnaire has five sections: (1) context evaluation which includes evaluation items measuring the strength, weaknesses, opportunity for improvement, and threats; (2) input evaluation which includes faculty qualification, financial capability, and institutional performance; (3) process evaluation which includes the evaluation of the strategic planning processes; and, (4) product evaluation which includes the evaluation questions for the evaluation plans as output of strategic planning process.

The Interpretation of Context, Input, Process Evaluation Questionnaire used the Never(1), Rarely(2), Sometimes(3) Often(4), and Always(5) scale. The Interpretation for Process Evaluation (Implementation of Strategic Planning Process) used the Not Effective (1), Less Effective (2), Fairly Effective (3), and Very Effective (5) scale. The questionnaire was content validity. Cronbach alpha reliability was used to determine the internal consistency of the questionnaire.

Ethical Consideration

The researcher ensured confidentiality and anonymity of the respondents. The completed surveys and interview scripts, other documents related to this study were dealt with utmost confidentiality. Further, the research assistants oriented the respondents that their participation in this research is voluntary and they have the right to withdraw anytime they want to.

Analysis of Data

Descriptive statistics such as frequency, percentages, mean, standard deviation, t-test, and ANOVA was used in analyzing the data.

Results and Discussion

The CIPP model was used to evaluate the strategic planning process, and its implementation of the HEIs in the Philippines. The summary of the descriptive results is presented in Appendix A.

Strengths and Weaknesses. The identification of the HEI's strengths and weaknesses is vital in establishing what the institution can offer to its stakeholders, especially to its students. This study emphasizes the importance of the HEI's analysis of its strengths and weaknesses in their strategic planning system. With this, the "evaluation of the profile of workers," "evaluation of program offerings," "competency assessment of faculty and staff," and "faculty and staff evaluation results" are *always* considered in strategic planning. While needs assessment of physical plant, analysis of the

financial needs of the institution, needs assessment of the research programs and activities, results of the needs assessment of the adopted community, and effectiveness of the strategic planning processes are only *often* considered in the strategic planning process.

The results complement that of being a service-type non-profit organization. Educational institutions value the quality of workers that they employ and the programs of studies they offer – as quality faculty and staff and quality programs of studies produce quality graduates. With an overall mean of 4.36 (SD=0.57), the institution's strengths and weaknesses are *highly* regarded in their respective strategic planning system.

It was confirmed in this study that HEI's include the strengths and weaknesses in their strategic planning process. According to Osita et al., (2014) for stability in any organization, serious effort should be made by the top management to clearly identify organization visions and mission. Furthermore, objectives must be taken into consideration, emphasis should be made on organizations records, what was their success area, failures, what was their major strength and weakness and how they handled them, what opportunities they had in the past and how they utilized it, and finally the threat and how they handled it. These things should be part of the strategic planning of an organization.

The case in the study of Nganga (2009), was different from this study. He found out that a systematic form of faculty member's performance metrics was missing and was not included in their plans. Because of the missing method of measuring, assessing, and monitoring of the faculty member's performance and effectiveness, the universities were unable to attain their goals and objective.

Opportunities and Threats

This study determined the extent to which HEIs conduct/consider the SWOT analysis in their strategic planning in terms of opportunities and threats. The highlights of this results are the degree of the HEI's analysis of its opportunities and threats in their strategic planning system. The results revealed that only "accreditation requirements and recommendations" and "CHED and other government requirements and recommendations," are always considered in their strategic planning. All other aspects such as fortuitous events, community's complacency, negative image of the HEI, economics, globalization, drop-out rate, student profile, partnership with industries, collaboration with other educational agencies, political changes, socio-cultural changes, and technology changes were only regarded *often*.

The importance of recognizing opportunities and threats plays a pivotal role in HEIs anticipation of the impact of external factors on its overall operations. The high regard given to both accreditation and government requirements speak of its significance to HEIs. With the mounting and stringent requirements of both agencies, HEIs endeavor to keep up with major and minor factors to ensure that they will keep afloat in a very competitive and demanding higher education arena.

With a grand mean of 4.00 (SD = 0.62), the institution's opportunities and strengths are *highly* regarded in their respective strategic planning system.

In the study conducted by Oreski (2012), it was revealed that the combination of SWOT analysis and Analytic Hierarchy Process (AHP) was used in strategic planning for tourism of small mid-european city.

Evaluation Strategic Planning System Using CIPP Model

Input evaluation

Faculty qualification and professional development. The degree with which HEIs put regard on the qualification and professional development of their pool of faculty. In the result, only "teachers should teach in their area of specialization" and "CHED, and other government requirements and recommendations" and "teachers' evaluation should meet the desired level of competency" are viewed as *always* considered in their strategic planning. Scoring the lowest

mean, faculty and staff's publications and research remain to be a Waterloo among HEIs. Strategic planning is about what are the strategic choices that a university can make to help develop and sustain a competitive strategic advantage (Rowley & Sherman, 2001), and one way to sustain competitive academic advantage is to enhance the faculty qualification and professional development in the university.

Financial Capability. The degree with which HEIs put concern on their Financial Capability in the strategic planning system was determined in this study. The presentation establishes that “payment of salary on time and fringe benefits,” “research incentives for faculty and staff,” “funding for annual library acquisitions,” “funding for research,” and “funding for community extension services” are always considered in HEIs strategic planning system. This result indicates the importance of satisfying stakeholders who are involved in the three thrusts of education: instruction, research, and community extension services. However, funding for faculty development, seminars and conferences, asset acquisitions, software upgrades, and asset maintenance and calibration are often considered only. With a mean of 4.41 (SD=.64), financial capability is *highly* regarded by HEIs in their respective strategic planning system.

Process Evaluation

Environmental Assessment. The evaluation of the environment connotes the primary step in the strategic planning of organizations which have been operating for years. This step involves the conduct of an assessment of the internal and external factors that may or may not have an impact on the organization's operations.

Environmental assessment encompasses the study of the HEI's institutional strengths to establish their competitive advantage, weaknesses to determine their constraints, opportunities to recognize the benefits that surround the sector they belong, and the threats that pose challenges for HEIs to hurdle. The key to better align these academic institutions with the needs of their rapidly changing internal and external environments is the design of appropriate strategic plans and effective implementation of their preferred strategies. In the study conducted by Bassa in 2015, among the sampled public universities in Ethiopia, the stakeholders' participation in the process of strategic planning was found to be low and less emphasis was given to critically assessing their ever changing external environment while planning. In this study, the environmental indicators are often considered in the strategic planning process.

The results revealed that “opportunities are aligned with the university's identified strengths,” “threats are determined to find ways to eliminate them, availability of resources is determined,” “the university is flexible to accommodate sudden changes brought by CHED,” and “the university can adapt to modifications in accreditation requirements” were only studied often by HEIs. With a grand mean of 4.39 (SD=.70), an environmental assessment is highly implemented by HEIs in their respective strategic planning system. According to Rowley and Sherman (2001), no planning process is going to be successful if that process is not imbedded in a thorough understanding of both the internal and external environments. Hence, an effective

strategic planning in universities involves an internal focus on the campus and an external focus on the environment (Wilkinson, Taylor, Peterson, & Taylor (2007).

Formulation of Institutional Mission, Vision, Goals, and Objectives. After environmental assessment is the formulation or revisiting of the institution's mission, vision, goals, and objectives. This juncture connotes the substance of aligning or realigning the institution's mission, vision, goals, and objectives to the outcomes of the environmental aspects. By doing so, HEIs ensure that such support the prevailing education trends and advances with steady reference to its capabilities.

This study revealed that “the university’s academic programs, services, and enrollment are consistent with its mission statement,” “core values reflect its mission statement,” “vision is aligned with its mission statement,” “goals are aligned with its mission statement,” and “objectives emphasize its mission statement,” are *always* considered in the HEI’s strategic planning system. The result reinforces the worth of aligning the mission statement with the institution’s vision, goals, objectives and core values.

Meanwhile, HEI resources, academic programs, services, enrollment, planning and budgetary priorities, processes, needs of adopted community, and objectives focusing on university resources, students, stakeholders, university finance, and internal process take secondary importance in the strategic planning process of the HEI. The results suggest that whereas the idealistic mission statement is aligned and reflective of the stance of the institution in its vision, goals, objectives and core values, the actual performance come up a tad short, especially in the areas of finance and resources.

With a grand mean of 4.43 (SD = 0.50), the identification of institutional mission, vision, goals, and objectives are *highly* implemented by HEIs in their respective strategic planning system.

Strategy Formulation. The implementation of strategy formulation in the overall strategic planning process of HEIs encompasses factors deemed necessary for HEIs to set their direction toward the foreseeable future. According to Rowley and Sherman (2001), monitoring the implementation of the plan is an essential part of the planning process, and needs to be more than routine re-endorsement. The process also needs to allow for regular review and updating, ensuring that the plan remains relevant.

This results revealed that merely “accreditation standards” and “Internal factors, such as faculty and staff profile, student demographics, and program offerings” are *always* considered in the formulation of strategies for the strategic planning of the university. While, starting with assessment of trends and current demand in education, university goals and objectives are aligned with the mission and vision of the university's finance, students, stakeholders, resources, and internal processes, faculty and staff development, key results area (KRA) and performance indicators (PI) are only *often* part of the strategy formulation in the strategic planning system of the HEI. In general, the identification of institutional mission, vision, goals, and objectives are *highly* implemented by HEIs in their respective strategic planning system (mean=4.43, SD=0.49).

Managing Strategic Plan Implementation. This result summarizes the degree of implementation of the strategic plan of HEIs, whereby no criterion registered as *always* implemented. “Makes strategic decisions (implementation action plans) based upon the strategic plan,” “ensures that there are sufficient resources allocated for implementation,” “sets clearly defined and measurable performance standards for each plan element,” “develops an organized system for monitoring how well those performance standards were met,” “monitors data regularly,” “rewards individuals responsible for strategic planning and implementation,” and “gathers input from all stakeholders” are all often implemented only. In some studies (Shahzad, Bashir, & Ramay, 2008; Ragui, Gichuhi, 2013).) it revealed that rewards practices motivated the employees in the university, making the strategy implementation smooth and effective. The strategic plan of HEIs in terms of managing strategic plan is highly implemented (mean = 4.19, SD = 0.72).

Monitoring. One of the more crucial steps in strategic planning is the implementation of its monitoring system.

Monitoring and evaluation of strategy implementation processes in higher education institutions are so important to check whether the performance practices of planned initiatives and activities are being carried out as planned. Above all, as to Rowley and Sherman (2001), monitoring the implementation of the plan is an essential part of the planning process, and needs to be more than routine re-endorsement. The process also needs to allow for regular review and updating, ensuring that the plan remains relevant.

In this study, there are five factors that need monitoring: finance, students, stakeholders, resources, and internal processes. Monitoring is vital to complete the whole strategic planning system because the lack of it entails the absence of examining whether rules and regulations are followed, whether a step in the process is skipped and canceled altogether, or whether the designated person is doing his assigned task or not, among many others.

Foremost, is the monitoring of finance. The degree of the implementation of the monitoring of finances as part of the strategic planning system was determined, and the results revealed that the monitoring of finance section of the strategic plan of HEIs is *highly* implemented (mean =4.33, SD = 0.61). Further, “financial resources to support its operations for all program delivery formats,” “operations of the university in terms of their qualifications,” “the budgeting process,” “its unrestricted revenue primarily to maintaining the quality of the academic programs,” and “the delivery of valuable programs and activities to its students and stakeholders” were all *often* implemented.

It stresses that among the criteria in the implementation of the monitoring system of the strategic plan, only "if its faculty and students make creative use of the library resources and other instructional aids," and "if there is evidence of professional growth through continuing education, research activity and publications" are *always* monitored. While, “if the curriculum bridges the gap between the industry and the academe,” “if the instructional process is directed towards the total development of the students,” “if the programs of study are relevant to the needs of the community,” “if its core programs of study are accredited by recognized accrediting body in the country,” “if its academic requirements are prioritized over participation in co-curricular,” “if time is allotted to formal and informal consultation with students outside the classroom,” “if it has adequate measures to ensure the punctual attendance

of the faculty and students in their respective classes,” “if there are periodic faculty evaluation by deans, chairs, peers and students,” “if there are innovative activities that will improve the performance of graduates in the board examination, when applicable,” and “if it provides relevant on-the-job/internship experience to ensure graduates will be gainfully employed” are rated as often monitored only. This result implies that the monitoring of finance section of the strategic plan of HEIs is *highly* implemented (mean =4.43, SD=0.63).

The degree of the implementation of a monitoring system of stakeholders’ role in the strategic plan was also considered in this study. Stakeholders include a person or group that has an investment, share, or interest in something; may it be a business, industry, or services. With this, it was found out that the monitoring of the quality of education given to students, the needs and requirements of the stakeholders, contribution to community development and maintenance of relations with stakeholders are *often* monitored which means that the monitoring of the stakeholders’ section of the strategic plan of HEIs is *highly* implemented (grand mean = 4.27, SD = 0.69)

Resources refer to the physical infrastructure of institutions, facilities that are available for students and other stakeholders to utilize, and presence of diverse holistic programs. The “physical and technological infrastructure to support its academic research and community extension activities,” “campus safety,” “recreational facilities,” “availability of arts and cultural programs,” and the “presence of athletic programs” are *often* monitored. Generally, the monitoring of the resources as part of the strategic plan of HEIs is *highly* implemented (Mean = 4.06, SD = 0.72).

In this evaluation study, internal process embraces the quality of services and internal controls that are in place in the institution. With this, none of the criteria were *always* monitored. However, quality teaching, learning and research, quality service and support to student activities and student development, developed and improved internal controls and outcome indicators, regard for students needs and requirements, regard for stakeholders needs and requirements, student retention and acquisition, innovative academic activities and processes, and academic services to society and community are all monitored *often*. Based on the criteria, the monitoring of the internal processes as part of the strategic plan of HEIs is highly implemented (Grand =4.21, SD =0.66). The five factors that need monitoring are: finance, students, stakeholders, resources and internal processes however, all were highly implemented based on the result of this study.

Product Evaluation

The evaluation of the outcomes from the implementation of the strategic plan was evaluated. This variable was determined by rating the effectiveness of the strategic planning process of the HEIs. The results showed that all the indicators for product evaluation were rated "*often*." Among the items which were *often* rated, "technology is updated university-wide" received the lowest mean of 3.61. The overall impact of strategic planning in HEIs is found out to be effective among HEIs.

The results when taken in the overall means suggest that although HEIs highly consider needs assessment; faculty qualification and financial capability; conduct environmental assessment, institutional mission, vision, goals, and objectives; strategy formulation, implementation and monitoring, and impact to key result areas in their strategic planning

system – it still fell short of absolute implementation and consideration. And that the high consideration cuts across horizontal and vertical classifications suggesting that because the HEIs that were surveyed are all members of an esteemed accrediting agency – HEIs are bent on having their programs duly accredited and in the process of being so, they are required to undergo the complete strategic planning system.

According to Hrebiniak (2006), good execution cannot overcome the shortcomings of a bad strategy or a poor strategic planning effort. Several studies mentioned the fact that the kind of strategy that is developed (Alexander, as cited in Allio, 2005) and the actual process of strategy formulation, namely, how a strategy is developed will influence the effect of implementation. The further believed that the need to start with a formulated strategy that involves a good idea or concept is mentioned most often in helping promote successful implementation. As Allio (2005) mentioned in his paper that good implementation naturally starts with good strategic input: the soup is only as good as the ingredients.

Conclusion

The level of implementation of the strategic planning system in HEIs is high in this evaluation study of its context, input, process, and product. The result, thus, may be attributable to the following reasons: (1) HEIs are members of esteemed accrediting agency in the country; (2) strategic planning is a requirement for government recognition; (3) stringent CHED requirements for HEIs; and (4) strategic planning is a basic requirement of top management.

The results, likewise, suggest that regardless of the vertical classification of HEIs, the manner and weight they place on the analysis of their respective strengths, weaknesses, opportunities, and threats, degree of consideration for faculty qualification, manner of conduct of environmental assessment and monitoring of stakeholders' focus objectives, regardless of the classification of HEIs, the extent of consideration afforded to its implementation is similar.

For strategy formulation and monitoring resources, the result implies that autonomous and deregulated HEIs and deregulated and regulated HEIs have similar regard, but between autonomous and regulated HEIs there is a difference in the extent of implementation.

About the institutional mission, vision, goals and objectives; strategic plan implementation; monitoring of finances; monitoring of students; for monitoring internal processes; and, in terms of product evaluation, the result suggested that autonomous and deregulated HEIs have similar regard on these aspects in their strategic planning system. But between autonomous and regulated HEIs and deregulated and regulated HEIs there is a significant difference in the degree of implementation and consideration.

While for financial capability, the result indicated that regulated and deregulated HEIs have similar regard for their financial capability as part of their strategic planning system. But between autonomous and regulated HEIs and between autonomous and deregulated HEIs there is a difference in the degree of consideration they generate.

It can be observed that the performance and degree of implementation of both autonomous and deregulated status are of the same range in most of the aspects that were subjected to evaluation. This suggests that deregulated HEIs performance is leaning towards being autonomous than of being at the lower end of the scale, except for financial capability where the capabilities of deregulated HEIs is closer that of regulated HEIs'.

In the consideration of strengths and weaknesses and opportunities and threats; faculty qualification; the degree of implementation of the assessment of the environment, institutional mission, vision, goals and objectives, strategy formulation, managing strategic plan implementation, and monitoring of stakeholders, resources, and internal processes. The findings suggest that HEIs, regardless of their horizontal typology classification, exert the same degree of consideration for these aspects in the manner of conducting their strategic planning system. However, in terms of financial capability; implementation of the monitoring system for finance; and monitoring system for students, there is a difference between universities and colleges.

The results, further indicate that the strategic planning system employed by HEIs is effective, but they could have been better.

Enhanced Strategic Planning Model

The enhanced strategic planning model was introduced which aims to assist HEIs and other interested organizations to improve their strategic planning process and maximize its potential in achieving their respective visions by emphasizing a “matching principle.”

The proposed model has two notable enhancements: proper matching of strengths and weaknesses (SW) with opportunities and threats (OT) prior to the revisiting of mission, vision, goals, and objectives; and, the harmonizing of core competencies and resources with the vision of the HEI before the formulation of strategies.

This model starts with the intensive analysis of SWs and matches them with the comprehensive assessment of OTs. Prior strategic planning models merely propose environmental analysis and resource analysis without emphasizing the need to match the identified SWs with OTs and engaging into strategy formulation without coordinative core competencies and resources to the HEI's vision.

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Appendix A

Table 1

The extent to which HEIs conduct/consider the SWOT analysis in their strategic planning in terms of :

CIPP Model	Mean	Std. Dev.	Interpretation
Context	4.18	0.49	High
Strength and weaknesses	4.36	0.37	High
Opportunities and Treats	4.00	0.62	High
Input Evaluation	4.37	0.47	High
Financial Capability	4.41	0.65	High
Process Evaluation	4.31	0.53	High
Environmental Assessment	4.39	0.70	High
Formulation of Institutional Mission, Vision, Goals, and Objectives	4.43	0.50	High
Strategy Formulation	4.43	0.49	High
Managing Strategic Plan Implementation	4.19	0.72	High
Monitoring			
<i>Financial focus</i>	4.33	0.61	High
<i>Student objective focus</i>	3.33	0.63	Moderate
<i>Objective focus</i>	4.27	0.69	High
<i>Resource focus</i>	4.06	0.72	High
<i>Internal</i>	4.21	0.66	High
Product Evaluation	4.08	0.59	High

Different types of evaluation models address different goals of learners and educators. Eseryel (2002) lists six basic approaches to evaluation – goal-based evaluation, goal-free evaluation, responsive evaluation, systems evaluation, professional review, and quasi-legal evaluation – and points out that researchers and other evaluators should be familiar with the different models and choose the one most appropriate to their aims. Hew et al. Stufflebeam (1971a) describes evaluation according to the CIPP model as a “process of delineating, obtaining and providing useful information for judging decision alternatives” (p.267). In other words, CIPP is based on providing information for decisions (Stufflebeam, 1971b). The strategic planning process will have to adapt to new customer-centric procedures. The present paper analyses the implementation process of a CRM system in online retail businesses and develops a model of the strategic planning function in a customer-centric context. The relationship equity matrix (adapted from [9]). Differentiated combinations of strategic approach for various customer segments. As specified in the literature, CRM is defined by four main concepts: knowing, destining, selling, and serving (Coomar, 2020;GurÄfu et al., 2003). The focus then shifts from the product to the customer and the services it can benefit from, shifting market strategies from the outside to the inside. Data Mining Applications in SMEs: An Italian Perspective. Article. Strategic Evaluation is significant because of various factors such as - developing inputs for new strategic planning, the urge for feedback, appraisal and reward, development of the strategic management process, judging the validity of strategic choice etc. The process of Strategy Evaluation consists of following steps- . Fixing benchmark of performance - While fixing the benchmark, strategists encounter questions such as - what benchmarks to set, how to set them and how to express them. In order to determine the benchmark performance to be set, it is essential to discover the special requirements for performing the main task. The performance indicator that best identify and express the special requirements might then be determined to be used for evaluation. Other companies use trigger mechanisms to decide which business units will undergo a full strategic-planning exercise in a given year. One industrial company assigns each business unit a color-coded grade –green, yellow, or red –based on the unit’s success in executing the existing strategic plan. “Code red,” for example, would slate a business unit for a strategy review. Although many of the metrics that determine the grade are financial, some may be operational to provide a more complete assessment of the unit’s performance. Freeing business units from participating in the strategic-planning process every year raises a caveat, however. Strategic planning is a business process that many companies employ to identify critical success factors that set the course for future growth and profits. Lewis Carroll in “Alice in Wonderland” makes a good case for it – “Would you tell me, please, which way I ought to go from here?” said Alice. “That depends a good deal on where you want to get to,” said the Cat. One of the functions of strategic planning is to inspire people in the organization to work towards the creation of a new state of affairs. The vision is a means of describing this desired future, but it works best to inspire and motivate if it’s vivid – in other words, a vision should be a “picture” of the future. The visioning process is usually the very first step in the strategic planning process. Defining Role Statement