INSTITUTIONAL, COLLEGIAL & PROGRAMMATIC STRATEGIC & OPERATIONAL ACTION PLANS ANALYSIS, DEVELOPMENT & ALIGNMENT

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ABSTRACT

Most HEIs across different continents have aspirations of successful accreditations by national or international agencies to lend credence and credibility to their educational products & services offerings. These aspirations underscore the assessors' performance evaluations per the accreditation standards, criteria & protocols, culminating in accreditation reports of commendations, suggestions, or recommendations. Often overlooked potential issues are resulting action plans developed in piecemeal modes by programs unrelated to the program's objectives for Organization Performance Management (OPM), thereby weakening the fullest beneficial actions. At a higher level, these piecemeal actions might not be aligned with the college's strategic & operational objectives, thereby affecting a coherent and consistent strategic direction of all programs within the college. At the institutional level, this is compounded by the programmatic to collegial to institutional levels non-alignment, thereby affecting the overall institution's strategic direction and holistic performance management. In addressing inherent issues of strategic & operational alignment of an institution with multidisciplinary collegial & programmatic OPM, this paper proposes a 5-Levels-**A**nalysis, **D**evelopment & **A**lignment (**ADA.**) Framework to analyze, develop and align the Vision, Mission, Goals & Values (VMGV), SMART Objectives, and Strategic & Operational Action Plan across the Institution, Colleges & Programs (ICP). Within this generic 5-Levels-**ADA** framework is the integrated application of (1) Quality Discipline tool of Plan, Do, Check & Act (PDCA), (2) Strategic Management Discipline of the Strategic & Operational Plans guided by the Vision, Mission, Goals & Values (VMGV) and SMART Objectives of the organization, (3) Organization Performance Excellence Discipline of Approach, Deployment, Learning & Integration (ADLI) of MBNQA. This is supplemented by the fundamental 5 Ws & 1 H (What, Why, Who, Where, When & How) rationalizing model for the VMGV & SMART Objectives Positioning Framework analysis, development, and alignment of strategic & operational action plans across multidisciplinary programs & colleges. It is expected that this 5-Levels-**ADA** Framework can better benefit the ICP towards a more aligned strategic direction, better resources management & allocations, minimizing duplications of systems & mechanisms if the generic institution systems are developed to be perused by the ICP, allowing the programs to focus on the main roles of their teaching, learning & research.

Keywords: Analysis, Development & Alignment (ADA.) Framework, Institution, Colleges & Programs alignment, strategic & operation plan alignment

Introduction

Institutions, Colleges & Programs (ICP) are organizations that behave like organizations that understand the importance of goals & SMART objectives, but setting goals with SMART Objectives is not enough. It's imperative to align people (faculty & staff) goals to the team (programs & colleges) goals and tie these team goals to organizational goals. Everyone from the top to lowest levels of organizational units should be working to achieve the organization's overall strategy by aligning goals & SMART Objectives to get everyone on the same page and moving in the same strategic direction. Aligned goals create a familial, organizational culture based on the organization's values to drive everyone to work together and understand their role & responsibilities and potentially accountabilities of their contributions and commitment to the overall organizational achievements. This is supported by Dewar et al. (2022). They interviewed 67 high-performing CEOs and identified three critical organization-alignment tasks—culture, organization design, and talent management as they are twice as likely to execute their breakaway strategies successfully than are based on 20 years' data of 7,800 CEOs from 3,500 public companies across 24 industries in 70 countries.

Organizational alignment via the cascading of the Organizational goals & SMART Objectives across the strategic and operational levels is a critical differentiator between high-performing and low-performing organizations. Ryba (2021) noted some key benefits of goal alignments throughout the organization (1) Goals set the tone of the organizational strategy by communicating priorities of importance to enable people to plan and execute their work based on those benchmarks. The Organizational goals & SMART Objectives take the organization's overall strategy and break it down into manageable chunks, providing checkpoints along the way to reach the overall strategic mark; (2) People get a sense of commitment to how their contributions are building toward team and organizational goals and see the impact of their action thereby giving everyone an empowered role to play thus promoting accountability while providing natural points for recognition and celebration of good work; (3) Priorities are clarified whereby people understand how their tasks affect the team and organizational goals, thus facilitating the choice of prioritization of job that needs their attention first, and (4) Aligned goals connect people and teams and help everyone get on the same page whereby everyone understands how their work contributes to the organization's main goals, thereby creating bonding whereby everyone works together towards common goals.

The importance of strategic alignment, though widely researched (Baets, 1996; Henderson and Venkatraman, 1993; MacDonald, 1991; Parker et al., 1988; Powell, 1993), mainly involves dual contrasts of higher-level organization strategy with an internal functional strategy, such as procurement strategy (Knudsen, 2003), human resource management strategy (Shih and Chiang, 2005), advertising strategy (Boudreau and Watson, 2006) or IT strategy (Baets, 1996; Henderson and Venkatraman, 1993; MacDonald, 1991; Parker et al, 1988; Powell, 1993; Sledgianowski and Luftman, 2005). These studies include aligning organizational strategies with the external environment (Anderson and Zeithaml, 1984; Bourgeois, 1980; Daft et al., 1988; Hambrick, 1981; Jennings and Lumpkin, 1992). Research in strategic alignment has utilized qualitative and quantitative methods in different industries, such as banking (Baets, 1996; Broadbent and Weill, 1993), bicycle manufacturing (Ho, 1996), and specialty chemicals (Sledgianowski and Luftman, 2005). Related to the notion of alignment is the analysis of the extent of *fit* between an organization's resources and its strategies (Miles and Snow, 1978; Venkatraman, 1989). These are primarily in

business enterprises rather than in HEIs with multifarious colleges & programs in highly diverse disciplines, in addition to similar human resources, IT, financial & services support that highly resembles that of a business organization.

To address inherent issues of strategic & operational alignment of an institution with multidisciplinary collegial & programmatic OPM, this paper proposes a 5-Levels-**A**nalysis, **D**evelopment & **A**lignment (5-Levels-**ADA**) Framework to analyze, develop and align the Vision, Mission, Goals & Values (VMGV), SMART Objectives, and Strategic & Operational Action Plan across the Institution, Colleges & Programs (ICP). Within this generic 5-Levels-**ADA** framework is the integrated application of (1) Quality Discipline tool of Plan, Do, Check & Act (PDCA), (2) Strategic Management Discipline of the Strategic & Operational Plans guided by the Vision, Mission, Goals & Values (VMGV) and SMART Objectives of the organization, (3) Organization Performance Excellence Discipline of Approach, Deployment, Learning & Integration (ADLI) of MBNQA. This is supplemented by the fundamental 5 Ws & 1 H (What, Why, Who, Where, When & How) rationalizing model for the VMGV & SMART Objectives Positioning Framework analysis, development, and alignment of strategic & operational action plans across multidisciplinary programs & colleges. It is expected that this 5-Levels-**ADA** Framework can better benefit the ICP towards a more aligned strategic direction, better resources management & allocations, minimizing duplications of systems & mechanisms if the generic institution systems are developed to be perused by the ICP, allowing the colleges & programs to focus on the primary roles of their teaching, learning & research.

The application of the 5-Levels-**ADA** framework is based on a leading public university with 21 colleges and 190 programs across three main disciplines of Health Science, Science, and Humanities. The case data of commendations, suggestions, and recommendations are from the accreditation reports (2018 to 2020) of 10 case studies in the Health Science & Science groups. Six key themes have been identified from the accreditation criteria leading to comments. The 5-Levels-**ADA** framework is used to provide a step-by-step alignment framework from the programs to collegial to institutional strategic & operation planning through the SMART Objectives that mainly are guided and aligned through the strategic Vision, Mission, Goals & Values (VMGV) that provides a strategic aligned direction across all units, all within the six key themes. The six key themes allow for a more holistic big picture instead of a "piecemeal" approach by the programs to address the minor issues. The crux is to address the small issues through the more holistic generic organization systems analysis as perused by the units that allow for the alignment of consistencies and coherences across departments.

Strategic Alignment Frameworks

LSA Global's (2021) research of 410 companies across eight industries, using their 3x Organizational Alignment Research Model, showed that highly aligned companies grow revenue 58% faster and are 72% more profitable while significantly outperforming their unaligned peers in terms of (a) *Retaining customers* 2.23-to-1; (b) *Satisfying customers* 3.2-to-1; (c) *Effectively leading* 8.71-to-1; and (d) *Engaging employees* 16.8-to-1. Based on their Organizational Alignment Research model and framework using 26 independent variables in the areas of business strategy, organizational culture, and talent that are measured against 15 dependent variables of organizational performance in terms of financial and non-financial performance, seven factors are critical to creating strategic clarity (31%), a high-performing culture (40%), and differentiating your talent (29%) are identified. The alignment between business process management and organizational strategy is crucial and

helps to achieve their organization objectives (Kettinger & Teng, 1998). LSA Global (2021) defines strategy as the "what," culture as the "how," and talent as the "who." The "why" permeates across strategy, culture, and skill. When the organization's "what," "how," and "who" are aligned and supported by a clear and compelling "why," the institutional, collegial, and programmatic missions, goals, objectives, and strategic & action plans can be accomplished. Armistead et al. (1999) and Trkman (2010) indicated people, management, leadership, information technology, communication, governance, and culture as essential factors associated with the alignment of business process management and organization strategy. The alignment improves monitoring and transparency of the key strategies based on the processes to create and deliver on values that increase profits and help increase people's efficiencies and effectiveness. In addition, Wang (2004) introduced a framework for strategic consistency to ensure that sub-organizational units' strategies governing interactions do not deviate from the broader organizational strategy.

One of the alignment models includes the 7 S model of Waterman et al., which considers seven critical elements of organizations as composed of three 'hard' (strategy, structure, and systems) and four 'soft' (shared values, skills, staff, and style), all of which are interrelated and interacts closely as a holistic system working in tandem towards a set of established goals. The model is often visualized as a web, with shared values in the center (Waterman et al., 1980; Bradach, 1996). A robust total quality management culture, the critical essence of the organization's value system constituting the organization's culture web, is a prerequisite before aligning process management with strategy.

Another fundamental alignment model is the Strategic Alignment Model (Henderson & Venkatraman, 1990; Henderson & Thomas, 1992), highlighting the critical linkages across four domains of Business Strategy, IT Strategy, Organizational and IT Infrastructure & Processes that can significantly affect the competitiveness and efficiency of the business (Papp, 2001; Luftman et al., 1993). Due to the interaction between the strategy process, an essential alignment tool is the Balanced Scorecards at Corporate, Business Units & Staff levels to create a more aligned organization. A key contributor to organizational success is aligning the strategic vision to human capital's productivity, efficiencies & effectiveness (Labovitz & Rosanky, 1997). This alignment that shows the strategic directions encourages and stimulates employees' creativity to perform more effectively and effectively in realizing the organizational goals and objectives (Cato & Gordon, 2009).

Components of Strategic Alignment

While these are requisites for a successful organization, there are alignment issues, as noted by Varcoe and Trevor, who identified four primary factors contributing to Organizational Complexity. These arise from the variety of business lines (as in a university whereby there are different collegial & programmatic disciplines), the multifarious number of employees (diverse faculty & support staff in other fields of specialization), variety and expectations from very various customer groups and geographical dispersal (Varcoe and Trevor, 2017). Beer et al. (2005) identified some barriers as the "Silent Killers" of strategy implementation as an unclear strategy with conflicting priorities, lacking effectiveness in the top management team & leadership skills with inappropriate leadership style, and poor collaboration, coordination & communication between the different business divisions, functions and/or geographic regions. Tushman and O'Reilly (2002) identified the organization's inability to adapt to a changing environment as "structural inertia, that in turn feeds into cultural inertia." *Structural inertia* is the "resistance to change rooted in the size, complexity, and interdependence in the organization's structures, systems, and formal processes." *Cultural inertia*

encompasses the institutionalized learning and shared expectations that "are manifested in the informal norms, values, social networks" and other aspects of culture over time.

Source: Adapted from Trevor, J. & P., (2017) How Aligned Is Your Organization? Harvard Business Review, February 2017)

Figure 1: Interdependent Components of Strategic Aligned Organization

To attain and sustain organizational successes, an organization should link its strategy to its governance and operational processes (Kaplan and Norton, 2008), which require alignment and execution of both strategic & operational initiatives and process improvement programs through its strategic fit in organization design (Nadler and Tushman, 1992 Key components of ADA alignment (Fig.1) from the institution to collegial to programmatic levels start with:

1. ***The first component ADA alignment step*** of effective alignment of governance, disclosure, and communication of the organization's purpose enshrined in the VMGV, reducing the risk that stakeholders face when entrusting their trust to organization leaders. Kaplan and Norton (2006), Lawler (1993), and Epstein & Roy (2002) all highlighted the need for a BSC-based governance system that provides the institution leaders & governance with streamlined and strategic information about the institution's performance based on its PMS to all units within the institution.

2. ***The second component alignment step*** includes the organization's SMART Objectives and strategy development & execution that defines how it intends to create value (Rappaport, 1997; Stewart, 1991) for its shareholders, customers, and stakeholders, guiding its core value creation processes through mobilization and alignment of organization intangible assets, namely the human, infor, and organization capitals (Teay, 2022). The SMART Objectives define the key performance metrics of the Strategic accomplishments. Strategy execution at all organization levels is a series of actions that put the plan to the test, guided by the ADA alignment of the SMART Objectives from institution to program levels.

3. ***The third component ADA alignment step*** for successful strategy execution lies in the organization & units' capacities and capabilities, which are the competencies or new competencies needed for the strategic implementation. These addresses orchestrate teams, resources, and structures, albeit their flexibility or willingness to capture opportunities and achieve high performance, all coupled with unforeseen challenges. Standardizing strategy execution process is particular to each organization's situation, capabilities, and environment, complicating alignment (Harreld, 2014; Martin, 2010). As such, each organization needs to define the competencies of its organization, infor, and human capital adequacy, availability, and accessibility essential to strategic implementation, accomplishment, and achievements.

4. ***The fourth component ADA alignment step*** critical requirement is to define the adequacy, availability, and accessibility of organizational resources utilized by the human capital for strategy execution. These organizational resources are the foundation of the fifth component of the generic management systems to enable the full functioning of all units availing the generic systems that are developed centrally by the central units and perused by the colleges and programs, thus saving scarce resources, time, and efforts based on this centralized expertise. The critical requirement is the "alignment and congruence" between strategy development and execution amongst the organizational elements or building blocks of essential tasks, organization metrics, rewards, & organizational structure, skills and competencies, organization culture and values, and resources and management systems by which strategy execution is carried out through identifying and closing the performance and opportunity gaps (Harreld et al., 2007; Sull, 2007; Neilson et al., 2008).

5. ***The fifth component alignment step*** is the organization systems and mechanisms that create and delivers on value (in this case, educational values) to its customers (students) & stakeholders (faculty & staff as internal stakeholders with parents, employers, governmental agencies, and communities & society as external stakeholders). This calls for a tightly managed institution value chain that connects the organization's *purpose* (what we do and why we do it, basically the mission & goals) to its *business strategy* (what we are trying to win at to fulfill our purpose based on the mission & goals), *organizational capacity & capability* (what we need to be good at or excel in so that the organization win), *resource architecture* (what makes us suitable, viz., the systems, mechanisms, and tools underscoring the key processes), and, finally, the fifth step of the *management systems* (what delivers the winning performance we need, i.e., the leadership, governance, administrative systems, values system, and the quality assurance or performance management systems with their basic policies, protocols & practices – "the way we do it here"). The organization's value chain is only as strong as its weakest link. The bottom line is that a winning organization has strong and sound processes, systems, and mechanisms aligned with the vision, mission, goals & strategic objectives (Khadem & Khaddar, 2008). In effect, the organization's value chain representing the fourth step of organization resources defines these generic systems discussed in the latter part of this paper based on the Key Themes underscoring the education establishments.

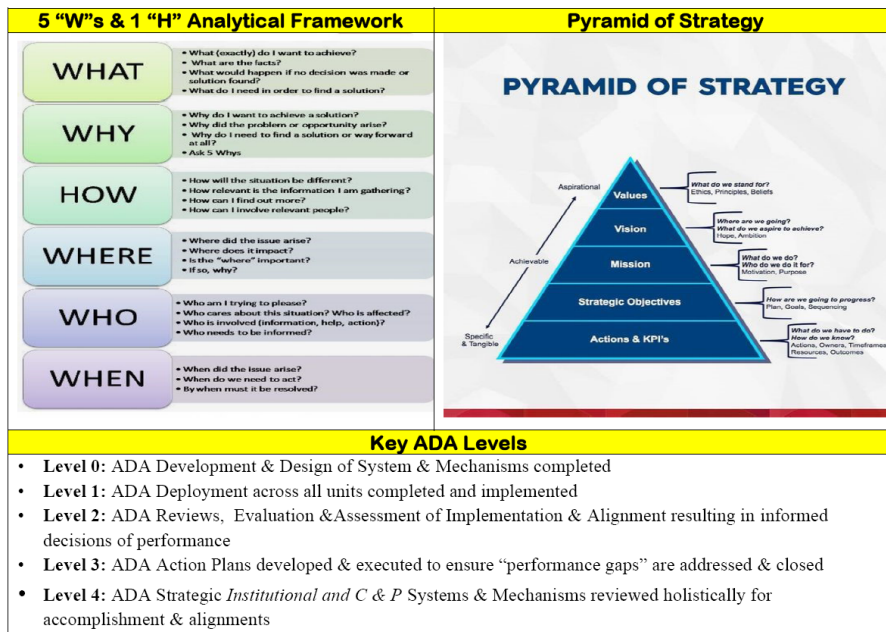**The 5-Levels-Analysis, Development & Alignment (5-Levels-ADA) Framework**

Figure 2: 5-Levels-**ADA** Framework of Strategic & Operational Alignment

While the 5-Levels-**ADA** Framework might seem complex or complicated, this is easily mitigated by using two widely accepted PDCA approaches and the mindset analytical rationalization 5 W + 1 H approaches (Fig.4). These two approaches are known to all. If applied as the primary approach to dealing with issues and finding solutions through a cause-effect or root-cause analytical mindset, these two are the most fundamental that anyone without much-advanced knowledge or skills in quality assurance or decision-making knowledge can apply. This represents the "critical thinking" aspect of decision-making of approaching a problem through 5-Levels-**ADA** using the 5 W + 1 H approach. The first W is defining *WHAT* the problem is, followed by the *WHY* is it a problem of comprehensively analyzing, determining the cause-effect or source of the problem, the *WHY* is the problem important, and the consequences of not addressing it. Based on the second *WHY* it will define the *WHAT* solution is to be made, *WHEN* will it be accomplished, and most importantly, *WHO, HOW & WHERE* it will be performed. Most people often overlook this simple problem-solution analytical mindset and approach for a more complex and non-inclusive framework as they are the same generic approach but framed as new concepts and using different language or wordings.

The strategic framework starts with identifying "who we are, what we can do best, when and where we do it, and how we can do it through our capacities and capabilities" the essential foundational organizational Vision, Mission, Goals, Values, and SMART Objectives that flows from aspiration dreams to achievable capacities & capabilities to actionable performance metrics as demonstrated in the Strategy Pyramid (Fig.2). The 5-Levels-**ADA** Framework applies critical & analytic thinking to constantly, consistently & coherently review the primary organizational purpose of VMGV and SMART Objectives and its enablers of the organization's resources, capacities & capabilities, and ultimately the various management systems & mechanisms that are developed, deployed and checked for accomplishment with remedial actions in place to address potential performance gaps (Figs.1 & 2). The 5-Levels-**ADA** calls for constantly determining whether the organization's resources, systems & mechanisms, and capacities & capabilities are analyzed, developed,

and aligned across the board using the 5-Levels criteria of L0 to L4, which is an iterative, recursive approach (Fig.3).
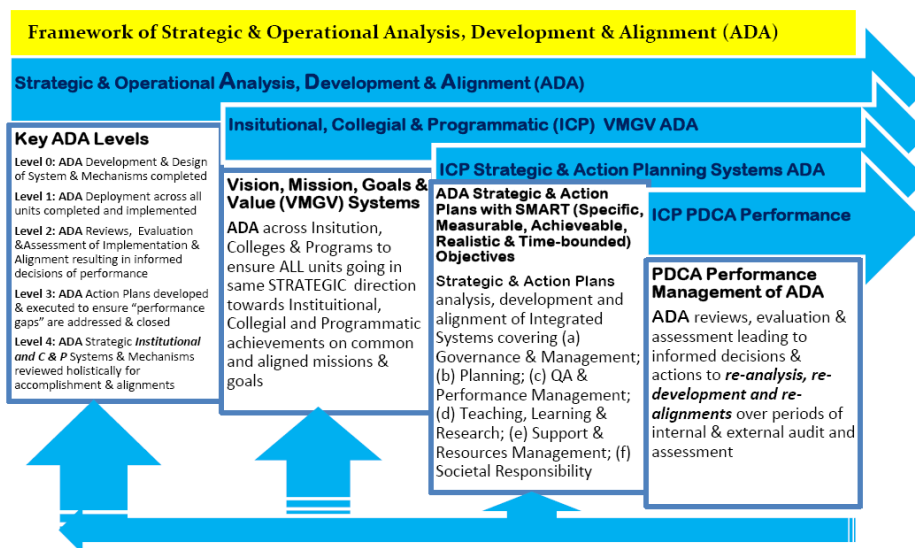

Figure 3: Strategic & Operational 5-Levels-**A**nalysis, **D**evelopment & **A**lignment (**ADA.**) Framework

The 5-Levels-**ADA** framework applies the adapted MBNQA's assessment ADLI (Approach, Deployment, Learning & Integration) to determine the degree of progress accomplished from the most basic ***Level 0*** of determining whether the system/mechanisms have been developed (part of the P for Plan of PDCA) before successful deployment or implementation (part of the D for Do of PDCA) in ***Level 1*** across all organizational units (mainly the academic colleges & programs and administrative service & support systems). ***Level 2*** is the C for Check of the PDCA that reviews, evaluate, and assesses performance achievements based on the performance metrics that are part & parcel of the SMART Objectives. ***Level 3*** is the more problematic aspect of developing action plans that address the performance gaps. To avoid a piecemeal approach mostly practiced by all lower-level units of a "problem-solution" mindset without full comprehensive analysis using fishbone or cause-effect techniques to understand the issue at hand and find a solution to the source issue. A fundamental approach in the strategic & operational reviews, part of the strategic alignment aspect of the 5-Levels-**ADA** approach, is to ensure that vital organizational systems or mechanisms are perused rather than create a specific system unique to a program that is wasteful of resources and potentially might not contribute to the higher levels aspirations or strategic objectives. The alignment guides all these through the 5-Levels-**ADA** of the Organization and Units purposes of VMGV, SMART Objectives, Capacity & Capabilities, Systems & mechanisms within the foundational organization, infor & human capitals in ***Level 4***. Level 4 evaluation is still mostly missing in most of the lower levels' action planning if approached with a problem-solution mindset without a total 5-Levels-**ADA** mindset. This missing Level 4 evaluation is one of the most critical to strategic & operation alignment, accomplishments, and achievements by the units and the organization pursuing the same strategic direction.

Case Study of 10 programs alignment using the 5-Levels ADA Framework

Consolidation of the critical Education Themes & Systems meeting Accreditation Criteria

In Saudi Arabia, universities & programs must go for national accreditation by the national accreditation agency, the National Commission for Academic Accreditation and Assessment (NCAAA). At KSU, 29 programs have been accredited, with the majority in the Science & Health Science specialization. Formal accreditation reports reporting the commendations, recommendations & suggestions comments mostly address six critical Program criteria (1) Mission and goals; (2) Program management and quality assurance; (3) Teaching and learning; (4) Students; (5) Faculty members; and (6) Learning resources, facilities, and equipment, against the eight critical institution criteria of (1) Mission, Goals and Strategic Planning; (2) Governance, Leadership and Management; (3) Teaching and Learning; (4) Students; (5) Faculty and Staff; (6) Institutional Resources; (7) Scientific Research and Innovation; and (8) Community Partnerships. While the institution & program criteria are seemingly different, for programs, planning, research, and community responsibility are part and parcel of the faculty responsibilities and are subsumed within Mission & Goal with governance and administration inclusive of leadership spearheading the strategic & operation VMGV & SMART Objectives analysis, development & alignment. Research is enshrined within the Teaching & Learning with Community Responsibility subsumed within Faculty & Staff.

Table 1: 5-Levels-**ADA** Alignment of ICP Themes across Criteria and Generic Systems

Themes	Criteria	Generic Systems	5-Levels-ADA
Theme One: Strategic Planning and Governance	**Standard 1** Strategic Planning	*Planning System* T11 Vision, Mission, Goals, Values Framework (VMGV); T12 Strategic & Action Plans Systeme (SAPS) analysis, development, design & implementation; T13 Reviews, Evaluation &Assessmnet via Performance Management System (PMS)	**Key ADA Levels** •**Level 0:** ADA Development & Design of System & Mechanisms completed
	Standards 2 Governance and Administration	*Governance & Administration System* T14 Governance & Administrative Boards & Committees (GABC); T15 Governance & Administrative Reviews, Performance Evaluation & Assessment System (GABC-GARPEAS)	
Theme Two: Quality & Performance Assurance	**Standard 3** Quality Assurance	*Performance Management System* T21 Quality Assurance Plan (QAP); T22 Internal Quality Assurance (IQA) and Performance Management System (PMS); T23 Stakeholders' satisfaction & dissatisfaction (SSDMS); T24 Reviews, Evaluation & Assessment System (REAS); T25 Performance Metrics System (PMS)	•**Level 1:** ADA Deployment across all units completed and implemented
Theme Three: Effectiveness in Teaching and Learning	**Standard 4** Teaching and Learning Effectiveness.	*Academic System* T31 Academic System meeting Governmental requirements (AS-GSA); T32 Academic System in Students' Outcomes (AS-SLO); T33 Academic System on Academic Assessment, Benchmarking and Reviews (AS-PMS); T34 Academic System on Faculty Management (AS-FM); T35 Academic System on Student Internship & Fieldwork (AS-SIF); T36 Academic System on Academic Performance Metrics (AS-PMS); T37 Academic System on Teaching & Learning (AS-TL)	•**Level 2:** ADA Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance
Theme Four: Student Management and Learning Support	**Standard 5** Student Management	*Student Management System* T41 Student Enrolment & Registration (SMS-SER); T42 Student Management (SMS-SM); T43 Student Academic Services System (SMS-SASS); T44 Student General Support System (SMS-SGSS)	•**Level 3:** ADA Action Plans developed & executed to ensure "performance gaps" are addressed & closed
	Standard 6 Learning Support	*Student Learning Support System* T45 Student IT & Library Resources System (SLS-SITLR); T46 Student IT & Library Performance Evaluation & Assessment System (SMS-SITLPEAS)	
	Standard 7 Facilities & Equipment	*Student Facilities System* T47 Student Facilities System (SFS); T48 Student Facilities Performance Evaluation & Assessment System (SMS-FPEAS)	•**Level 4:** ADA Strategic *Institutional and C & P* Systems & Mechanisms reviewed holistically for accomplishment & alignments
Theme Five: Financial and Human Resources Management	**Standard 8** Financial Management	*Financial Management System* T51 Finance & Budgeting System (FMS-FBS); T52 Risk Management System (FMS-RMS); T53 Finance & Risk Performance Evaluation & Assessment System (FMS-FRPEAS)	
	Standard 9 Faculty, and Support Staff Management	*Human Resources System* T53 Personnel Recruitment System (HRS-PRS); T54 Compensation, Benefits & Incentives System (HRS-CBIS); T55 Personnel Performance Evaluation & Assessment System (HRS-PEAS); T56 Training & Development System (HRS-TDS)	
Theme Six: Research Productivity and Community Service	**Standard 10** Research	*Research System* T61 Research Management System (RS-RMS); T62 Research Evaluation, Assessment & Rewards System (RS-REARS)	
	Standard 11 Societal & Community Services	*Societal & Community Services* T63 Societal & Community Services Management System (RS-RMS); T64 Societal & Community Services Performance Evaluation & Assessment System (SCS-SCSPEARS)	

Basically, to facilitate Institutional, Collegial & Programmatic (ICP) 5-Levels-**ADA** across the institution & program criteria, these criteria can be consolidated into 6 key themes of (1) *Theme One: Strategic Planning and Governance* covering Standards 1 and 2 (Strategic Planning and Organization and Governance); **(2)** *Theme Two: Quality & Performance Assurance* covering Standard 3 (Quality Assurance); **(3)** *Theme Three: Effectiveness in Teaching and Learning* covering Standard 4 (Effectiveness of Teaching and Learning); **(4)** *Theme Four: Student Management and Learning Support* covering Standards 5, 6, and 7

(Management of Student Intake, Institutional Support for the Learning Process, Facilities, and Equipment); **(5) *Theme Five: Financial and Human Resources Management*** covering Standards 8 and 9 (Financial Management of Program, Provision of Faculty, and Support Staff); and **(6) *Theme Six: Research Productivity and Community Service*** covering Standards 10 and 11 (Research Productivity of the Program, Institutional Contribution to Community).

The benefit of grouping the criteria into six key themes is the identification of crucial organizational & units' capacities & capabilities, resources, and systems & mechanisms. This would mean that most of the critical systems & mechanisms can be developed and deployed across the ICP to be perused by the Colleges & Programs. These include the critical policies, protocols, and practices underscoring each of the generic systems available and accessible across all academic & administrative units at all levels down to the individual (Table 1). Inadvertently, this will save time, efforts, and resources to avoid "re-inventing the wheel" that is wasteful across the ICP that operates and is governed within very similar criteria from institution to program or the same program-program performance across the same or different colleges. For example, to address the IQA/PMS performance issues, there are five central generic systems of "***Performance Management System*** *of its key sub-systems of **T21** Quality Assurance Plan **(QAP)**; **T22** Internal Quality Assurance **(IQA)**, and Performance Management System **(PMS)**; **T23** Stakeholders' satisfaction & dissatisfaction **(SSDMS)**; **T24** Reviews, Evaluation & Assessment System **(REAS)**; **T25** Performance Metrics System **(PMS)**"* being put in place and perused by the Colleges & Programs for performance management. Likewise, to address the effectiveness of teaching & Learning, generic critical systems of "***Academic System*** *covering **T31** Academic System meeting Governmental requirements **(AS-GSA)**; **T32** Academic System in Students' Outcomes **(AS-SLO)**; **T33** Academic System on Academic Assessment, Benchmarking and Reviews **(AS-PMS)**; **T34** Academic System on Faculty Management **(AS-FM)**; **T35** Academic System on Student Internship & Fieldwork **(AS-SIF)**; **T36** Academic System on Academic Performance Metrics **(AS-PMS)**; **T37** Academic System on Teaching & Learning **(AS-TL)**"* need to be developed and aligned across the ICP to ensure consistencies and coherencies in operational accomplishments. Having these generic systems for each of the key themes will make the IQA (Internal Quality Assurance), the PMA (Performance Management Assurance), and accreditation, and addressing accreditation issues be less complicated and time-consuming, and more aligned across the board, allowing for the Programs to do what they are best in, i.e., Teaching, Learning & Research.

Tabulation of Comments across Key Themes

Table 2: Tabulations of comments under Key Themes of 10 Programs

# Programs Reviewed	Total No. of NCAAA Observations						
	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Total
10	51 (20.1%)	41 (16.2%)	79 (31.2%)	37 (14.6%)	17 (6.7%)	28 (11.1%)	253

In this paper, ten programs in the Science & Health Science groups that are selected show that the bulk of the accreditation comments is in Themes 1, 2 & 3 (20.1%, 16.2%, & 31.2%, respectively), accounting for 67.5% of all observations (Table 2). These Themes 1 to 3 represent the vital strategic areas whereby the ICP must be strong. ***Theme 1*** is one of the most significant areas of ICP alignment & improvement, covering essential requirements of Strategic Planning, Governance, and Administration. This theme is vital because systematic strategic planning provides the ICP with clear guidelines in terms of policies, protocols & practices, and pathways in terms of capacities & capabilities, resources, systems, and

mechanisms to follow by setting current and future targets and ensuring that all ICP policies, procedures, implementation, and decision-making comply seamlessly with the institutional mission and goals and strategic directions.

Theme Two covers Quality & Performance Assurance which has universal importance as the internal and external quality assurance of ICP performance in terms of students' learning and its outcomes evaluation, assessment, and assurance of teaching & learning that have become a primary concern of higher education providers across the world. Addressing the areas for improvement identified through these ICP reviews is essential to ensure the improvement in the quality of the teaching, learning, and research as guided by its planning, leadership & governance, enabled by the faculty & staff capacities & capabilities, the ICP resources, facilities, systems & mechanisms efficiencies & effectiveness in attaining the ICP VMGV & Strategic Objectives. The performance gaps between the intended and achieved results must be identified and rectified promptly.

Theme Three covers Effectiveness in Teaching and Learning. The development, evaluation, and assessment of teaching and learning effectiveness substantially impact the success of ICP. This is vital for producing the students' desired results to meet the job market requirements and the national and societal agenda. The bottom line is what and how the ICP can create & deliver on education value as the final students' outcomes and contribution to society. This calls for analysis, development, and alignment of the students' soft & hard skills being the priority of the ICP to ensure that the programs' outcomes accomplish not only the programs' but the collegial and institutional aspired VMGV and Strategic Objectives for students.

Stepwise Cascading of Analysis, Development & Alignment (ADA.) Framework
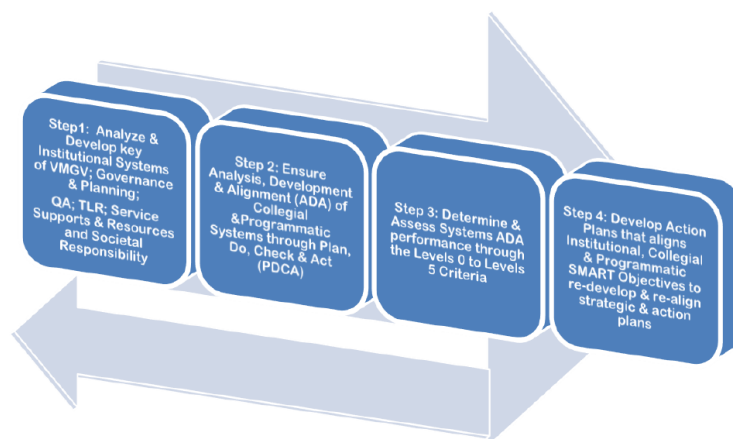
Figure 4: Stepwise Cascading of 5-Levels-**A**nalysis, **D**evelopment & **A**lignment (**ADA.**) Framework

While there is no one correct answer to cascading from top-to-bottom or from mid-level to support alignment, this paper builds on the Kaplan and Norton B.S.C. strategy map that shows the cause-effect relationship across all levels of foundation capitals capacity & capabilities needed to utilize the core & supporting processes that enables the creation & delivery of values to meet students' & stakeholders' expectations & requirements, all of which affects the financial bottom line. The BSC gives the leadership accurate, objective, predictive, and actionable information readiness to enhance the organization's strategic resource management dramatically. Most organizations use an iterative process for coordinating and communicating the organization strategy map and its scorecards (Fig.4) that are cascaded from higher-to-lower levels or vice-versa. Ultimately, the organization, units', or personal scorecard

underscoring the PMS monitoring reporting, analysis, and decision-making should be flowing in both directions (Kaplan and Norton, 2006). The higher-level organization scorecard requires an explicit corporate-level strategy that articulates institution themes on value-addition that arise from several sources with common themes that permeate all strategic business units. These common aligned themes define shared organization services and direct interactions and transactions amongst strategic business units that create unique competitive advantages in market segments. These themes and synergies should be explicitly identified, communicated, and linked across the higher-level organization scorecard to the strategic business unit scorecards (Goold et al., 1994; Kaplan and Norton, 2006). As noted earlier, the generic PDCA with five key progressive levels of execution is incorporated into the 5-Levels-**ADA** framework, as it serves as the framework for cascading critical components of a strategically aligned organization.

Alignment of Vision, Mission, Values & Strategic Level Objectives

As noted previously in Fig. 1, the first essential component of alignment is the "organization purpose," which is the reason for the organization's existence that is shown as the Values, Mission, Goals, and Values (VMGV) and SMART Objectives of the organization. This is evidenced by the institution's definition of the VMGV and SMART Objectives to provide a strategic direction and operational platform to achieve the institution VMGV. The norm for most organizational units at the lower levels of the colleges' VMGV is that they are usually quite aligned with that of the institution. In the case study, the Institutional Vision & Mission of "…..knowledge society and …..knowledge economy" set the stage of alignment for the CAMS "……environment that encourages learning and creativity and produces scientific research that contributes to building a knowledge society"; the CBAs "…..building a knowledge-based economy" through its mission of "….advancement of business knowledge and economic development; and building effective partnerships with local and global communities"; and COE's vision of "…pioneer in engineering education, innovative research, and building knowledge economy" through its mission of "….address the changing needs of future engineers, serve the profession and contribute to the advancement and well-being of the society by creating and disseminating knowledge and technology to future generations through teaching, research, and partnership with industry and government" (Table 3).

The core values across all three colleges emphasize "Excellence or Excelling" through inquiry, teamworking, transparency & accountability, which forms the core culture web that should be practiced across the colleges and programs. This paves the determination of the Strategic Objectives that shows similarity in its educational objective across the 3 colleges as (1) CAMS having 4 of 6 Strategic Objectives (SO1 to 4) of providing excellent academic programs, preparing professionals with high conceptual, professional, leadership, and research skills through an academic and administrative environment that encourages learning, productivity, and creativity; (2) CBAs 2 of 6 SO (SO1 & 3) to deliver an educational environment that ensures the quality of business education by recruiting and retaining high-quality faculty and staff to improve overall performance; and (3) COEs 3 of 6 SO (SO1 to 3) by providing Distinguished and Accredited Academic Programs to Requirements and the Needs of the Job Market According to the Vision of the Kingdom of Saudi Arabia 2030 through preparing Competitive Engineers at both National and International Levels via an Attractive and Stimulating Work Environment for Teaching Staff and Researchers. The VMGV & SMART Objectives from the institution to the three colleges demonstrate a high degree of alignment that captures the education value essences across the institution to the colleges, thus giving the program functionality.

Table 3: Potential Alignment of Vision, Mission, Values & Strategic Level Objectives

Institutional Vision & Mission	Institutional Strategic objectives
Vision of KSU To be a world-class university and a leader in building the knowledge society **Mission of KSU** To provide distinctive education, produce creative research, serve society and contribute to building the knowledge economy and community through learning, creative thinking environment, the optimal use of technology, and effective international partnership. **Core Values of KSU** • Quality and excellence • Leadership and teamwork • Freedom of inquiry • Fairness and integrity • Transparency and accountability • Lifelong learning	**Strategic Objectives of KSU** **Strategic objective #1** – Good everywhere; Great in focus areas. (Strengthen our comprehensive university with academic areas of research and teaching excellence) **Strategic objective #2:** Distinctive faculty (Attract and develop distinctive faculty) **Strategic objective #3:** Less is more (Reduce KSU's student volume, increase the share of graduate students and raise entry requirements) **Strategic objective #4:** Stronger graduates. (Enable KSU students to learn hard and soft skills throughout their academic life) **Strategic objective #5:** Building bridges. (Build bridges among KSU constituencies and externally with local and international groups) **Strategic objective #6:** Supportive learning environment (Create an engaging environment at KSU for faculty, students, and staff) **Strategic objective #7:** Sustainable future. (Build KSU's endowment and diversity sources of funding) **Strategic objective #8:** Flexibility and Accountability (Create a performance contract between KSU and the government) **Strategic objective #9:** Organizing for purpose (Establishing an organization and governance that supports KSU's goals)

#	Baccalaureate Programs		Collegial Vision & Mission and selected Strategic Objectives of 3 Case Studies
1	Biomedical Technology	Health Science (5 Colleges)	**Case Study 1: Vision of College of Applied Medical Science (CAMS)** "Regional leadership with a global reputation in the fields of applied medical sciences" **Mission** "To contribute to the promotion of the health services for the Saudi community through producing qualified professionals with the ability to compete internationally in applied medical professions, to provide an environment that encourages learning and creativity, and to produce scientific research that contributes to building a knowledge society". **Strategic Objectives (4 of 6)** SO1 Provide excellent academic programs according to quality standards and academic accreditation. SO2 Prepare health care professionals with high conceptual, professional, leadership, and research skills. SO3 Provide an academic and administrative environment that encourages learning, productivity, and creativity. SO4 Support for performing and publishing applied medical research that contributes to technological and medical advances. **Values** • Quality and excellence • Leadership and teamwork • Freedom of inquiry • Fairness and integrity • Transparency and accountability • Lifelong learning
2	Medicine and Surgery		
3	Microbiology		
4	Science in Nursing		
5	Dental Surgery		
6	Business Administration	Science (5 Colleges)	**Case Study 2: Vision of College of Business Administration (CBA)** "To be a leader in business education and research, at the national and international levels, contributing to building a knowledge-based economy". **Mission** "Creating a distinctive educational environment to prepare business professionals and leaders with international perspectives; conducting research that contributes to the advancement of business knowledge and economic development; and building effective partnerships with local and global communities." **Strategic Objectives (2 of 6)** SO1 Deliver an educational environment that ensures the quality of business education at the CBA. SO3 Recruit and retain high-quality faculty and staff to improve the overall performance of the college. **Values** • Excellence • Accountability • Team Spirit • Transparency • Responsiveness
7	Economics		
8	Mechanical Engineering		**Case Study 3: Vision of College of Engineering (COE)** "To be a world-class college and a pioneer in engineering education, innovative research and building knowledge economy" **Mission** "To provide high-quality education programs that address the changing needs of future engineers, serve the profession and contribute to the advancement and well-being of the society by creating and disseminating knowledge and technology to future generations through teaching, research, and partnership with industry and government **Strategic Objectives (3 of 6)** SO1 Provide Distinguished and Accredited Academic Programs that Meet Development Requirements and the Needs of the Job Market According to the Vision of the Kingdom of Saudi Arabia 2030. SO2 Prepare Competitive Engineers at both National and International Levels. SO3 Provide Attractive and Stimulating Work Environment for Teaching Staff and Researchers. **Values** • To excel at what really matters, and to aspire to the needs of society. • To treat individuals with dignity and respect: judge without partiality, critique without contempt, & encourage without reserve. • To value diversity and support – hearten and promote – creativity.
9	Civil Engineering		
10	Botany		*Not included as Case Study*

Mapping of Comments to Themes, Action Plans, and Generic Systems

Table 4: Comments consolidated within Theme 1 of Strategic Planning & Governance

Theme One: Strategic Planning and Governance Institutional, Colleges & Programs (C&P) Alignments			
Key Issues	**Sub-Themes**	**Institutional Actions**	**Colleges & Programs (C & P) Actions**
1. Dissemination of mission at each level to all stakeholders. 2. Involvement of the key stakeholders, including consultation with the employers in designing and reviewing the mission. 3. Reflection of community engagement in mission statement.	**T11** Vision, Mission, Goals, Values Framework (**VMGV**) development, design & review with stakeholders involvement	Institution VMGV Framework on development, design & review, guidelines, policies & protocols	*C & P* utilize Institutional VMGV Framework for *C & P* vision, mission, & values development & alignment
4. Development of the systematic strategic plan following mission. 5. Inclusion of the updated SWOT analysis report. 6. Development of the action plan for each measurable goal and objective following the mission. 7. Development of the risk management plan based on the updated SWOT analysis. 8. Development of the revision policy for the periodic review of the mission and strategic plan.	**T12** Strategic & Action Plans Systeme (**SAPS**) analysis, development, design & implementation	Institution SAPS on development, design & review, with specific guidelines, policies & protocols	*C & P* utilize Institution SAPS development, design & review, with specific guidelines, policies & protocols to guide strategic & operational actions
9. Setting up evaluation criteria to measure the achievements. 10. Regular review of the policies, procedures, mission, & goals. 11. Use of KPIs to monitor the performance in deficient areas. 12. Formulation of committees for benchmarking and assessing KPIs, PLOs, and CLOs.	**T13** Reviews, Evaluation &Assessmnet via Performance Management System (**PMS**)	Institution PMS for Reviews & Evaluation of Performance based on Strategic Objectives aligned with VMGV	*C & P* utilize Institution PMS to develop *C & P* for academic & admin performance management & alignments
13. Expansion of the University/College Industry Advisory Board to include members from industry and government in all areas of engineering-related disciplines/fields. 14. Revision of composition and terms of reference of all governing/review committees & monitoring/performance. 15. Proper documentation and recordkeeping of all meeting minutes, agenda items, and their compliance on e-portal.	**T14** Governance & Administrative Boards & Committees (**GABC**)	Institution Governance & Administrative Boards & Committees Framework, Policies & Protocols	*C & P* utilize Institution GABC for *C & P* governance set-ups & management
16. Implementation of the uniform and standardized curriculum, teaching methodologies, and assessment methodologies in male and female sections. 17. Implementation of policies, rules, and regulations, and periodic monitoring of the compliance of the same. 18. Development of the benchmarking framework and an activities chart/calendar containing the timeline.	**T37** Academic System on Teaching & Learning (**AS-TL**)	**Dealt with under Teaching & Learning** Institution AS-TL covers academic & curriculum, faculty & student academic services, and quality assessment & assurances policies & protocols.	*C & P* utilize Institution AS-TL to develop & manage *C & P* AS-TL academic practices, policies, protocols, and QA

Once the program receives the accreditation report comments, some of the critical steps, using Key Theme 1 of Strategic Planning & Governance to illustrate the 5-Levels-**ADA** Framework as:

1. ***The First Step*** is to consolidate the comments and map them into one of the critical Themes 1 to 6 (Table 1) and sub-themes of Theme 1 (Table 4). The sample discussion here is delimited to Theme 1 of Strategic Planning and Governance, of which five main sub-themes can be mapped into as *T11 Vision, Mission, Goals, Values Framework (**VMGV**) development, design & review with stakeholders involvement; T12 Strategic & Action Plans Systeme (**SAPS**) analysis, development, design & implementation; T13 Reviews, Evaluation &Assessmnet via Performance Management System (**PMS.**) T14 Governance & Administrative Boards & Committees (**GABC**); and T37 Academic System on Teaching & Learning (**AS-TL**).* It should be noted that the 18 comments have only 1 to 15 that deal with the Strategic Plan & Governance, whereas the comments 16 to 17 better fit into the Teaching & Learning Theme T3.

2. ***The Second Step*** addresses the actions at the ICP levels to be taken by matching the generic systems needed for these four planning & governance sub-themes. In this case, there are two central generic systems with appending sub-systems of ***Planning System T11*** *Vision, Mission, Goals, Values Framework (**VMGV**); T12 Strategic & Action Plans Systeme (**SAPS**) analysis, development, design & implementation; T13 Reviews, Evaluation &Assessmnet via Performance Management System (**PMS**) and* ***Governance & Administration System T14*** *Governance & Administrative Boards & Committees (**GABC**); T15 Governance & Administrative Reviews, Performance Evaluation & Assessment System (**GABC-GARPEAS**).*

Table 5: Determine Action Plans based on PDCA of the Sub-Themes

Theme One: Strategic Planning and Governance Institutional, Colleges & Programs (*C & P*) Alignments				
Sub-Themes 1	**Sub-Themes 1 PDCA (Plan, Do, Check & Act) Strategic Actions**		**Sub-Themes 1 Colleges & Programs Actions**	
T11 Vision, Mission, Goals, Values Framework (**VMGV**) development, design & review with stakeholders involvement	Institution Vision, Mission, Goals & Values (VMGV) Framework on development, design & review, guidelines, policies & protocols	**P** Institutional VMGV Development & Design	*C & P* utilize Institutional VMGV Framework for *C & P* vision, mission, & values development & alignment	**P** *C & P* VMGV Development & Design
		D Institutional VMGV deployed across all units		**D** *C & P* VMGV deployed across all units
		C Institutional VMGV reviews for accomplishment		**C** *C & P* VMGV reviews for accomplishment
		A Institutional VMGV Action Plans remedies		**A** *C & P* VMGV Action Plans remedies
T12 Strategic & Action Plans Systeme (**SAPS**) analysis, development, design & implementation	Institution Strategic & Action Planning System (SAPS) on development, design & review,	**P** Institutional SAPS Development & Design	*C & P* utilize Institution SAPS development, design & review to guide strategic & operational actions	**P** *C & P* SAPS Development & Design
		D Institutional SAPS deployed across all units		**D** *C & P* SAPS deployed across all units
		C Institutional SAPS reviews for accomplishment		**C** *C & P* SAPS reviews for accomplishment
		A Institutional SAPS Action Plans remedies		**A** *C & P* SAPS remedies
T13 Reviews, Evaluation &Assessment via Performance Management System (**PMS**)	Institution Performance Management System (PMS) for Reviews & Evaluation of Performance based on Strategic Objectives aligned with VMGV	**P** Institutional PMS Development & Design	*C & P* utilize Institution PMS to develop *C & P* for academic & admin performance management & alignments	**P** *C & P* PMS Development & Design
		D Institutional PMS deployed across all units		**D** *C & P* PMS deployed across all units
		C Institutional PMS reviews for accomplishment		**C** *C & P* PMS reviews for accomplishment
		A Institutional PMS Action Plans remedies		**A** *C & P* PMS Action Plans acted remedies
T14 Governance & Administrative Boards & Committees (**GABC**)	Institution Governance & Administrative Boards & Committees (GABC) Framework, Policies & Protocols	**P** Institutional GABC development & Design	*C & P* utilize Institution GABC for *C & P* governance set-ups & management	**P** *C & P* GABC Development & Design
		D Institutional GABC deployed across all units		**D** *C & P* GABC deployed across all units
		C Institutional GABC reviews for accomplishment		**C** *C & P* GABC reviews for accomplishment
		A Institutional GABC Action Plans remedies		**A** *C & P* GABC Action Plans remedies
T37 Academic System on Teaching & Learning (**AS-TL**)	Institution Academic System on Teaching & Learning (AS-TL) academic & curriculum, faculty & student academic services, quality assessment & assurances policies & protocols.	**P** Institutional AS-TL Development & Design	*C & P* utilize Institution AS-TL to develop & manage *C & P* AS-TL academic practices, policies, protocols, and QA	**P** *C & P* AS-TL Development & Design
		D Institutional AS-TL deployed across all units		**D** *C & P* AS-TL deployed across all units
		C Institutional AS-TL reviews for accomplishment		**C** *C & P* AS-TL reviews for accomplishment
		A Institutional AS-TL Action Plans remedies		**A** *C & P* -AS-TL Action Plans remedies

3. **The Third Step** is the main application of using the PDCA to check on the degree of the generic thematic systems of each sub-themes T11 to T14 and T37 at the ICP levels (Table 5). The simple logic of PDCA is to determine the degree of actions needed to formulate the action plans. If P does not exist, start with P. If P has been developed, then check for the D for doing or deployment, and if they are not deployed, determine what, where, when who, why, and how they are to be deployed.

If they are fully deployed, apply C to check the effectiveness and efficiencies. Afterwhich preparing plans for remedial actions.

Table 5.1: Matching the thematic PDCA aligned actions of ICP via 5-Levels ADA Framework

Theme One: Strategic Planning and Governance Institutional, Colleges & Programs (*C & P*) Alignments			
Sub-Themes 1	**Institutional PDCA Strategic Actions**	**Colleges & Programs Actions**	**Analysis, Development & Alignment**
T11 VMGV (Vision, Mission, Goals, Values) development, design & review with stakeholders involvement	**P** Institutional VMGV Development & Design	**P** *C & P* VMGV Development & Design	**Level 0:** **ADA** Development & Design of System & Mechanisms completed
	D Institutional VMGV deployed across all units	**D** *C & P* VMGV deployed across all units	
	C Institutional VMGV reviews for accomplishment	**C** *C & P* VMGV reviews for accomplishment	**Level 1:** **ADA** Deployment across all units completed and implemented
	A Institutional VMGV Action Plans remedies	**A** *C & P* VMGV Action Plans remedies	
T12 Strategic & Action Plans Systeme (**SAPS**) analysis, development, design & implementation	**P** Institutional SAPS Development & Design	**P** *C & P* SAPS Development & Design	**Level 2:** **ADA** Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance
	D Institutional SAPS deployed across all units	**D** *C & P* SAPS deployed across all units	
	C Institutional SAPS reviews for accomplishment	**C** *C & P* SAPS reviews for accomplishment	
	A Institutional SAPS Action Plans remedies	**A** *C & P* SAPS Action Plans remedies	
T13 Reviews, Evaluation &Assessmnet via **PMS** (Performance Management System)	**P** Institutional PMS Development & Design	**P** *C & P* PMS Development & Design	**Level 3:** **ADA** Action Plans developed & executed to ensure "performance gaps" are addressed & closed
	D Institutional PMS deployed across all units	**D** *C & P* PMS deployed across all units	
	C Institutional PMS reviews for accomplishment	**C** *C & P* PMS reviews for accomplishment	
	A Institutional PMS Action Plans remedies	**A** *C & P* PMS Action Plans remedies	
T14 Governance & Administrative Boards & Committees (**GABC**) Framework, Policies & Protocols	**P** Institutional GABC development & Design	**P** *C & P* GABC Development & Design	**Level 4:** **ADA** Strategic *Institutional and C & P* Systems & Mechanisms reviewed holistically for accomplishment & alignments
	D Institutional GABC deployed across all units	**D** *C & P* GABC deployed across all units	
	C Institutional GABC reviews for accomplishment	**C** *C & P* GABC reviews for accomplishment	
	A Institutional GABC Plans remedies	**A** *C & P* GABC Action Plans remedies	
T37 Academic System on Teaching & Learning (**AS-TL**)	**P** Institutional AS-TL Development & Design	**P** *C & P* AS-TL Development & Design	
	D Institutional AS-TL deployed across all units	**D** *C & P* AS-TL deployed across all units	
	C Institutional AS-TL reviews for accomplishment	**C** *C & P* AS-TL reviews for accomplishment	
	A Institutional AS-TL Action Plans remedies	**A** *C & P* -AS-TL Action Plans remedies	

4. **The Fourth Step** is the application of the 5-Levels-**ADA** Framework as it calls for a more detailed analysis of the PDCA cycle accomplishment and achievements based on the five levels of analysis-development-alignment of the ICP resources, systems & mechanisms, and capacities & capabilities that enables the performance of the ICP at all levels (Table 5.1). Using the 5-Levels-**ADA** approach can provide more in-depth analysis and alignment of performance gaps to provide a better picture and appropriate action plans. The PDCA strategy execution is supplemented by the performance levels of the 5-Levels-**ADA** approach to better understand the 5Ws + 1 H of the cause-effect or root-cause analysis. Table 5.2 shows the more in-depth ADA.

Table 5.2: Matching the ICP PDCA aligned actions via 5-Levels-**ADA** Framework

Theme One: Strategic Planning and Governance Institutional, Colleges & Programs (*C & P*) Alignments				
Sub-Themes 1	**Institutional PDCA Analysis & Development Actions**		**Colleges & Programs Analysis, Development & AlignmentActions**	
T11 VMGV (Vision, Mission, Goals, Values) development, design & review with stakeholders involvement	**P** Institutional Development & Design	**Level 0:** Development & Design of VMGV System & Mechanisms completed	**P** *C & P* VMGV Development & Design	**Level 0:** *C & P* VMGV Development & Design aligned with Institution VMGV
	D Institutional VMGV deployed across all units	**Level 1:** VMGV System & Mechanisms Deployment across all units completed and implemented	**D** *C & P* VMGV deployed across all units	**Level 1:** *Collegial* VMGV deployed to Programs for *Programmatic* VMGV Development & Design alignment
	C Institutional VMGV reviews for accomplishments	**Level 2:** VMGV System & Mechanisms Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance	**C** *C & P* VMGV reviews for accomplishments	**Level 2:** *C & P* Reviews, Evaluate &Assess of Implementation & Alignment resulting in informed decisions of performance of VMGV System & Mechanisms
	A Institutional VMGV Action Plans remedies	**Level 3:** VMGV System & Mechanisms Action Plans developed & executed to ensure "performance gaps" are addressed & closed	**A** *C & P* VMGV Action Plans remedies	**Level 3:** *C & P* Action Plans developed & executed to ensure "performance gaps" are addressed & closed of VMGV System & Mechanisms
		Level 4: VMGV System & Mechanisms reviewed holistically for accomplishments & alignments		**Level 4:** *C & P* VMGV System & Mechanisms reviewed holistically for accomplishments & alignments
T12 Strategic & Action Plans Systeme (**SAPS**) analysis, development, design & implementation	**P** Institutional SAPS Development & Design	**Level 0:** Development & Design of SAPS System & Mechanisms completed	**P** *C & P* SAPS Development & Design	**Level 0:** *C & P* SAPS Development & Design aligned with Institution SAPS
	D Institutional SAPS deployed across all units	**Level 1:** SAPS System & Mechanisms Deployment across all units completed and implemented	**D** *C & P* SAPS deployed across all units	**Level 1:** *Collegial* SAPS deployed to Programs for *Programmatic* SAPS Development & Design alignment
	C Institutional SAPS reviews for accomplishment	**Level 2:** SAPS System & Mechanisms Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance	**C** *C & P* SAPS reviews for accomplishment	**Level 2:** *C & P* Reviews, Evaluate &Assess of Implementation & Alignment resulting in informed decisions of performance of SAPS System & Mechanisms
	A Institutional SAPS Action Plans remedies	**Level 3:** SAPS System & Mechanisms Action Plans developed & executed to ensure "performance gaps" are addressed & closed	**A** *C & P* SAPS Action Plans remedies	**Level 3:** *C & P* Action Plans developed & executed to ensure "performance gaps" are addressed & closed of SAPS System & Mechanisms
		Level 4: VMGV System & Mechanisms reviewed holistically for accomplishments & alignments		**Level 4:** *C & P* SAPS System & Mechanisms reviewed holistically for accomplishments & alignments
T13 Reviews, Evaluation &Assessmnet via **PMS** (Performance Management System)	**P** Institutional PMS Development & Design	**Level 0:** Development & Design of PMS System & Mechanisms completed	**P** *C & P* PMS Development & Design	**Level 0:** *C & P* PMS Development & Design aligned with Institution VMGV
	D Institutional PMS deployed across all units	**Level 1:** PMS System & Mechanisms Deployment across all units completed and implemented	**D** *C & P* PMS deployed across all units	**Level 1:** *Collegial* PMS deployed to Programs for *Programmatic* PMS Development & Design alignment
	C Institutional PMS reviews for accomplishment	**Level 2:** PMS System & Mechanisms Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance	**C** *C & P* PMS reviews for accomplishment	**Level 2:** *C & P* Reviews, Evaluate &Assess of Implementation & Alignment resulting in informed decisions of performance of PMS System & Mechanisms
	A Institutional PMS Action Plans remedies	**Level 3:** PMS System & Mechanisms Action Plans developed & executed to ensure "performance gaps" are addressed & closed	**A** *C & P* PMS Action Plans remedies	**Level 3:** *C & P* Action Plans developed & executed to ensure "performance gaps" are addressed & closed of PMS System & Mechanisms
		Level 4: PMS System & Mechanisms reviewed holistically for accomplishments & alignments		**Level 4:** *C & P* PMS System & Mechanisms reviewed holistically for accomplishments & alignments
T14 Governance & Administrative Boards & Committees (**GABC**) Framework, Policies & Protocols	**P** Institutional GABC development & Design	**Level 0:** Development & Design of GABC System & Mechanisms completed	**P** *C & P* GABC Development & Design	**Level 0:** *C & P* GABC Development & Design aligned with Institution GABC
	D Institutional GABC deployed across all units	**Level 1:** GABC System & Mechanisms Deployment across all units completed and implemented	**D** *C & P* GABC deployed across all units	**Level 1:** *Collegial* GABC deployed to Programs for *Programmatic* GABC Development & Design alignment
	C Institutional GABC reviews for accomplishment	**Level 2:** GABC System & Mechanisms Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance	**C** *C & P* GABC reviews for accomplishment	**Level 2:** *C & P* Reviews, Evaluate &Assess of Implementation & Alignment resulting in informed decisions of performance of GABC System & Mechanisms
	A Institutional GABC Action Plans remedies	**Level 3:** GABC System & Mechanisms Action Plans developed & executed to ensure "performance gaps" are addressed & closed	**A** *C & P* GABC Action Plans remedies	**Level 3:** *C & P* Action Plans developed & executed to ensure "performance gaps" are addressed & closed of GABC System & Mechanisms
		Level 4: GABC System & Mechanisms reviewed holistically for accomplishments & alignments		**Level 4:** *C & P* GABC System & Mechanisms reviewed holistically for accomplishments & alignments
T37 Academic System on Teaching & Learning (**AS-TL**)	**P** Institutional AS-TL Development & Design	**Level 0:** Development & Design of AS-TL System & Mechanisms completed	**P** *C & P* AS-TL Development & Design	**Level 0:** *C & P* AS-TL Development & Design aligned with Institution AS-TL
	D Institutional AS-TL deployed across all units	**Level 1:** AS-TL System & Mechanisms Deployment across all units completed and implemented	**D** *C & P* AS-TL deployed across all units	**Level 1:** *Collegial* AS-TL deployed to Programs for *Programmatic* AS-TL Development & Design alignment
	C Institutional AS-TL reviews for accomplishment	**Level 2:** AS-TL System & Mechanisms Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance	**C** *C & P* AS-TL reviews for accomplishment	**Level 2:** *C & P* Reviews, Evaluate &Assess of Implementation & Alignment resulting in informed decisions of performance of AS-TL System & Mechanisms
	A Institutional AS-TL Action Plans remedies	**Level 3:** AS-TL System & Mechanism Action Plans developed & executed to ensure "performance gaps" are addressed & closed	**A** *C & P* -AS-TL Action Plans remedies	**Level 3:** *C & P* Action Plans developed & executed to ensure "performance gaps" are addressed & closed of AS-TL System & Mechanisms
		Level 4: AS-TL System & Mechanisms reviewed holistically for accomplishments & alignments		**Level 4:** *C & P* AS-TL System & Mechanisms reviewed holistically for accomplishments & alignments

Themes 2 and 3 illustrate (Appendix 1 & 2) the same logic & rationale in the use of the 5-Levels-ADA Framework to align the programs with the colleges and institutions.

Strategic Alignment via a Performance Management System

Fonvielle and Carr (2001) identified alignment as a key factor for organizational effectiveness with crucial steps of (1) articulation of critical strategic goals with performance measures for each of these goals, the key strategic drivers of the business, and the main areas of focus for the organization's success; (2) Communicate the measures and make sure everyone understands the measures and their linkage to the strategic goals with the linkage of each measure to a formal feedback and recognition system and communication of the results, and (3) reviewing the goals' performance and developing corrective actions through Performance Management Dashboards (Eckerson, 2006).

Teay (2021) proposed an integrated electronic Strategic Performance Management System (SPMS) that can be used for organizational alignment. This SPMS is built based on the accreditation criteria that comprehensively address the six main education themes for the ICP. The SPMS highlights vital requirements of:

- **Performance Reviews and Goal-Setting** – The SPMS allows for people to set goals that are tied to organizational objectives and review those goals that cover all the critical accreditation criteria addressing the education themes requirements at any time, with crucial administrators easily tracking the progress of these goals and ensuring they are being met.
- **Competencies and Skills Matrix –** In the SPMS, administrators can use the system to gain insight into people's skills and performance in meeting objectives and close any skill or performance gaps that may exist by matching the right person to specific tasks aligning talent to the organization. This is the crux of the organization's capacities & capabilities that is key to the human capital utilizes the systems & mechanisms as enablers to achieve the SMART Objectives via the strategies.
- **Continuous Feedback –** Through the SPMS platform, organizations can promote an environment of continuous feedback and coaching of people by their supervisors who can communicate with people about their performance and goals and offer real-time feedback, forging stronger relationships. This enables faster, more efficient, and effective ADA approaches for strategic execution.
- **Observation Checklist.** With the SPMS mechanism, employees' skills or performance are automatically recorded in real-time with their competency or performance being assessed, thereby eliminating the need for paper-based evaluations, which only add to the complexity of an organization.

The key to using the SPMS for alignment across the organizational, team, and employee goals include (1) Setting clear organizational goals & SMART Objectives based on the organization's mission & vision that starts at the top. The organization's goals with crystal clear objectives should be targeted, strategic, and built around a vision the entire organization can share; (2) Ensure buy-in from leadership to effectively communicate them and drive alignment on the ground by the leaders; (3) Clear and consistent communication at every level of the organization goals for goals and accountabilities being communicated, clarified & committed, whereby people 2.8x is more likely to be highly engaged; and (4) Help people achieve their goals as people cannot succeed in a vacuum as they need the team and organizational support like training and development to build the skills and knowledge with

appropriate tools, mechanisms, or systems they need to succeed to set and achieve their goals with continuous feedback of accomplishments.

Implications

As discussed earlier, this paper has discussed two key alignment issues of the VMGV & Strategic Objectives and Strategic and Operation Plans of the ICP in an HEI. A key issue is addressing the action plans based on accreditation reports that can potentially be developed without ensuring that they meet and address the issue holistically to accomplish the ICP Strategic Objectives. To ensure that action plans are not devised and developed piecemeal that undermine the beneficial achievement of the ICP Strategic Objectives, this paper proposes an oft-forgotten simplistic approach to decision-making and actions through the 5-Levels-ADA Framework with the necessary implications:

- *Fundamental Critical & Analytical Thinking Approach* – The two generic principles utilized are the PDCA or its adapted version and the use of the 5 Ws + 1H that underline the critical and analytical thinking processes of the Human Capital to determine and analyze the issues at hand and to develop an appropriate solution that is aligned through the ADA framework. The 5-Levels-**ADA** Framework, in effect, provided a more detailed analysis and aligned ADLI (Approach, Deployment, Learning, and Integration) evaluation method to determine the missing aspects of the perusal of generic systems and mechanisms or policies, protocols & practices issues that have not been applied based on these systems or mechanisms. In addition, it facilitates the strategic and operational alignment analysis to ensure that the diverse & multidisciplinary programs and colleges move in tandem in togetherness towards the same strategic direction.

- *Generic Systems & Mechanisms Approach* – Six education themes for quality & performance assurance can be generalized and standardized across the whole ICP as they form the primary mission of any HEI. These 6 HEI's themes are teaching, learning & research, leadership & governance, quality & performance assurance, facilities, services & supports, financial & human resources, and societal or community responsibilities. Since they are generalized and standardized across the board to meet the ICP mission & goals, generic management systems and mechanisms can be developed centrally for the colleges & programs to pursue. This avoids the "re-inventing the wheel" as they serve similar missions, goals, and objectives, thereby minimizing resource wastage by optimizing resource sharing and allowing the colleges & programs to focus on what they do best. This will ensure an alignment of resources and management systems that serve the whole ICP holistically.

- *Performance Management and Data Analytics Approach* – Another critical area for efficiencies and effective management is the key strategic performance metrics that can be developed centrally and aggregated from individual to program to college to institution levels. These can be used for comparative evaluations to share and learn best practices and to address critical performance gaps of specific units based on data analytics. The PMS allows for better and more aligned performance management based on key metrics that measure what they are supposed to measure that supports better and more aligned issue-solution mitigations.

- *Strategic and Operational Alignment Approach* – The 5-Levels-**ADA** Framework provides a simple approach to determine and ensure strategic and operational alignment through the basic directional VGMV and Strategic Objectives across the ICP. Once these are analyzed and determined for alignment, it ensures that the

operational and action plans are designed, developed, implemented, and assessed for performance for alignment, accomplishment, and achievements across the ICP. The 5-Levels L0 to L4 provide a progressive evaluation and assessment to ensure that the higher levels of alignment and accomplishments are established and managed for performance towards the same strategic direction.

Recommendations

The key to organizational success is to focus on the organization's strategy, its alignment across the different strategic & operation levels by other actors, and how they are expected to create future, sustainable value (Khadem & Khaddar, 2008; Ryba, 2021). LSA (2021) highlighted four successful strategy execution keys underscoring the aligned strategic and operational plans (Armistead et al., 1999; Trkman, 2010) as (1) Strategic Clarity accounting for 31% of the gap between high and low-performing organizations in having strategies that are clear, believable, and implementable enough to people expected to implement them; (2) Step-by-Step Policies, Protocols & Practices Guidelines guiding the actions within the operation action plans; (3) Changing agility and developing a Learning Mindset to learn, adapt and address changes with an open mindset; and (4) Performance Measures and Management definition, implementation, and evaluation of strategy execution based on SMART performance metrics. These underscore the importance of the firm foundation of the vital organization, infor, and human capital that enables the human capacity & capabilities (Teay, 2022; Frangos, 2002; Garvin, 2000) to make informed decisions and actions to create and deliver on the education values meeting or excelling in students & stakeholders expectations and requirement, thus strengthening or achieving the overall institution financial performance (Kaplan & Norton, 2006 & 2008; Papp, 2001; Luftman et al., 1993).

Aligning quality and process improvement programs with strategy starts with the value proposition that is the heart of a strategy, practically, the educational value created and delivered to the students & stakeholders. The imperative is to create synergies across the units' processes by focusing on developing, aligning, and achieving the critical process objectives through the organization's strategy map (Kaplan and Norton, 2006) and its business model (Zott and Amit, 2006). This includes the learning and growth objectives that drive the critical process improvements. For organization & individual learning & growth, Human Capital is a strategic source of value creation, potentially the company's most valued asset in today's knowledge-based economy (Frangos, 2002; Garvin, 2000). Human Capital's dimensions most relevant to strategic success include (1) Strategic Skills/Competencies, (2) Leadership, (3) Culture and Strategic Awareness, and (4) Strategic Alignment, Integration, and Learning (Fitz-enz, 2000). The primary management systems underscoring strategic alignment that can impede alignment and that need to be addressed preemptively are:

- **Leadership & Governance System (LGS)** – In all accreditation or Performance Excellence requirements, Teay (2022) highlighted the imperatives of leadership within the senior leadership & management system as a critical driver to not only lead but to guide, engage & commit to the ICP teams, in a "we walk together" avoiding the talk only (NATO – No Actions but Talk Only) mentality. Without a solid & sound leadership & governance system guiding commitment, all is left to the people to soldier on aimlessly and listlessly. The leaders at all levels of the ICP should be the frontman and champion of the organization & unit's first line of

offense & defense. They are the rallying clarion call for unity behind the flag and waving the excellence banners, leading the troops, motivating and engaging the teams towards a unified & aligned strategic direction based on the VMGV and strategic objectives and achievements. Lacking this pre-requisite, all else fails or is accomplished piecemeals in mediocre gains & benefits.

- **Organization Shared Values & Culture System (OSVCS) –** As highlighted by the McKinsey 7S framework, shared values that are the foundation of the organization's culture are the "culture-web" seamlessly knitting the organization, team, and individual commitment of a singular "who, what & why we are & how we operate" (Waterman et al. 1980; Bradach, 1996). This is reflected in the alignment of the units' & individual values with that of the organization as "sum of total" against "sum of parts" performance accomplishments and achievements. The OSVCS is the crux of the commitment of the human capital towards the same organization and units' strategic directions that underlie the strategic alignment. Lacking the OSVCS as the critical factor in melding together the fragile units' cooperation, collaboration, coordination & commitments are crucial to organizational performance and success.

- **Data-Driven Institution (DDI) –** Most institutions have been working with data, data & data in legacy silo-formed storages across different & diverse units, undermining a sharing & learning mindset, as all are bent on protecting their data as "information is power" (Teay, 2019). This work environment can slog on without benefiting from a data-driven approach. Assur and Rowshankish (2022) highlighted some critical characteristics of the data-driven enterprise as (1) Data is embedded in every decision, interaction, and process that should be processed and delivered in real-time; (2) Flexible & Central data stores enable integrated, ready-to-use data based on a Data operating model treating data like a product that is to be shared cross board to generate value with Data-ecosystem memberships being the norm and (3) Data & Information management is to be prioritized and automated for privacy, security, and resiliency, and used as wisdom rather than just information underscoring informed decisions and actions. Key enablers include a vision and data strategy to highlight and prioritize transformational use cases for data; AI technology enablers like cloud-based infrastructure with architectures that support real-time data analytics (Teay, 2019); and flexible database/data-model tooling to support querying of unstructured data and most importantly, an overall organizational data literacy and a data-driven culture. This calls for upskilling people & data literacy for data use and data analytics (Brown et al., 2019) based on an established business & data architecture to understand integration across assets, processes, insights, and interventions and to enable the identification of real-time opportunities with more powerful computing and advanced-connectivity infrastructures. The data architecture should define a clear, unified data strategy that identifies and prioritizes business cases for data, understanding the organization's data sources and the types of data through an operating model that establishes a data product owner/team and identifies standard data models to facilitate ease of data collaboration, development of data alliances and sharing agreements.

- **Organization Performance Management System (OPMS) –** For maximum impact, therefore, the performance measurement and management system, preferably an electronic system (Teay, 2017 & 2021), must measure the critical few parameters that represent its strategy for long-term value creation (Teay, 2021; Campbell, 2006; Waldersee, 1999) in line with "management through measurements" (Sinclair and Zairi, 1995; Norman, R. 2002). As Lorence (2010) noted,

performance measures are "data, data and data" of KPIs from different & diverse sources with aggregations or summations from lower-higher levels that must ensure accuracy & reliability when building PMS. Dashboards. Performance Measures and Management is critical to increasing responsibility & accountability, creating transparency, and celebrating success through relevant, fair, accurate, trusted, meaningful, and timely leading and lagging metrics with feedback to prompt discussions and improvements to the plan to maintain continuity, collaboration, and commitment. Performance evaluation should not focus on negative aspects of performance as it affects reinforcement of the positive elements of decisions (Simon, 2000; Hussey and Ong, 2012). As such, performance measures should preferably create desirable motivation, encourage communication and the exchange of information among and across units of decisions & actions, calling for positive organizational scholarship principles (Cameron et al., 2003) to performance evaluation metrics to make the evaluation process more effective. Using performance measures framed positively can help generate more creativity, problem-solving ability, and excellent communication among and across units leading to progress toward organizational objectives (Fredrickson & Losada, 2005).

- **Strategy and Operational Review System (SORS) –** Strategy and operational reviews represent the essential feedback and control stages of the PMS. In TQM, they are the check and act portions from the plan-do-check-act cycle of the strategy implementation process (Kaplan and Norton, 2008). The Steps-by-Steps guidelines are broken down into the specific "how" at the individual, team, and organizational levels with a clear line of sight, each function, and each group. Each employee understands precisely how they are to operate & commit, and where and when they will interact with others, basically the "who knows what, why, where, how to do & perform and when in the next 90-days". These reviews of the 90-day reviews include two main techniques of standard costing and budgetary control to analyze departures from the plan (Hussey and Ong 2012). The central Strategic cost planning involves the consideration of various scenarios and determining which plans will attain the desired short-term and long-term goals and objectives. These must be monitored and controlled regularly for successful accomplishments by comparing and analyzing actual performance against the plans (Hussey and Ong 2012). It investigates the differences between the plan and the actual performance, namely, the performance gap. The cost analysis helps the organization determine its effectiveness and efficiency in implementing business strategies and decide whether corrective action is necessary. This includes assessing competitive and regulatory environment changes and considering new ideas, improvements, innovations, and opportunities that the enterprise can pursue. These Operational and Strategy reviews (Catucci, 2003; Balanced Scorecard Collaborative, 2006) help keep organizations on a strategic trajectory for breakthrough performance. The meetings' frequency to assess the changes is influenced by how quickly new data are reported by the operational or strategic dashboards that are departmental, functional, or process-based. People who are experts and experienced in the issues are the key to solutions development. The review meetings aim to arrive at an informed decision to solve problems that have recently emerged and to learn from the amassed operational data.
- **Human Capitals Agility & Change Training & Development (HCAGTD) System –** A fundamental organization-aligned improvement is that the goals and objectives of critical human-based HCAGTD are aligned with business strategies (Shih and Chiang, 2005) to help the organization differentiate itself in the

marketplace and acquire uniqueness in both product and business processes and ultimately profitability (Santala and Parvinen, 2007). This underlies the fundamental that the human capital is an asset for the 'profit through people to satisfy people the customer' approach that helps organizations to achieve a competitive advantage and ultimately the financial perspectives through the customer decision making in favor of a particular product or service (Noe and Tews, 2012; Sum, 2011). The Human Capital should be trained & developed with an agile & change midset to execute the 90-day operational road map with guidelines, deal with unforeseen roadblocks, address deviation from the original plan with organizational change agility coming into play, and correct the course to stay on track. The key is the "organization & individual learning" from miscalculations or external forces that require a shift in the plan, and moving forward with contingency plans makes sense, highlighting the "readiness & change mindsets" requisites (Teay, 2022).

Conclusion

While organizational alignment is deemed critical to organizational performance and success, most studies have been researched based on the business organizations, with little research into the mechanism of organizational alignment that can be applied to HEI's performance and functioning. This paper proposes a 5-Levels-**ADA** Framework to analyze-develop-align strategic and operational plans from the institution-colleges-programs levels based on the imperatives of avoiding the piecemeal development of action plans from accreditation comments to ensure the alignment of the ICP's decisions and actions to accomplish and achieve the ICP's mission, goals, and strategic objectives.

This framework provides a step-by-step cascading of the organizational purpose of VGMV to Strategic Objectives & Strategies by analyzing & determining the critical components of a strategically aligned organization. It starts with identifying the organization's purpose of the VMGV, which calls for particular SMART Objectives and the needed organization's capacity & capabilities to be developed or improved. Based on these capacities and capabilities required to execute the strategies, the organization's resources, management systems & mechanisms are developed and aligned across the different levels of the organization. This methodology emphasizes the importance of the organization value chain comprising of the core & support processes utilized by the organization, infor, and human capital with the enabling systems & mechanisms accentuating the processes that create and delivers on value.

In summary, all the core & support processes with the enabling systems and mechanisms highlight the imperative of aligning the strategic & operation plans. In conclusion, the more aligned the units within and across the programs and colleges are with the institution's VMGV & SMART Objectives through the aligned action plans of the programs & colleges, the more successful the institution is with all units moving in tandem towards the same strategic direction. This is the basis of the 5-Levels-**ADA** Framework to serve as the strategic alignment framework for HEI and any organization aiming for success and high performance.

Appendix 1 Theme Two Alignments of ICP through 5 Levels-ADA and Action Plans

Theme Two: Quality Assurance Mechanism Institutional, Colleges & Programs *C & P* Alignments

Key Issues	Sub-Themes	Institutional Actions	Colleges & Programs Actions
1. The preparation of the strategic plan for the Quality Unit/Deanship of Development and Quality	**T21** Quality Assurance Plan **(QAP)**	Comprehensive Institution QAP	*C & P* QAP
2. The preparation of the policy manual for faculty and all concerned stakeholders 3. The documentation of QA policies, procedures, and guidelines in coordination with all concerned stakeholders and the dissemination of the same at each level 4. The periodic review of the QA processes & implementation	**T22** Internal Quality Assurance **(IQA)** and Performance Management System **(PMS)**	Institutional IQA System context & Content coverage, Criteria Development & Assessment; System Reviews; Performance Management System integrating QA-Planning-Information System	*C & P* IQA System context & Content coverage, Criteria Development & Assessment; System Reviews; Performance Management System integrating QA-Planning-Information System
5. The use of feedback/surveys from concerned stakeholders for program improvement 6. The sharing of the relevant program statistics and the surveys' analytical reports with all concerned stakeholders	**T23** Stakeholders' satisfaction & dissatisfaction **(SSDMS)**	Institutional Stakeholders' satisfaction & dissatisfaction Management System with standardized instruments & data analytics	*C & P* peruse standardized Stakeholders' satisfaction & dissatisfaction & data analytics system
7. An external program review by subject experts 8. The analysis of the annual Course Specification Reports assessing the alignment and attainment of the CLOs following the PLOs	**T24** Reviews, Evaluation & Assessment System **(REAS)**	Institutional Comprehensive Program Reviews, Evaluation & Assessment System guidelines, practices, policies & protocols	*C & P* peruse standardized Program Reviews System guidelines, practices, policies & protocols
9. The use and review of KPIs for performance measures at each level 10. The use of benchmarking with peer institutions to improve program quality	**T25** Performance Metrics System **(PMS)**	Institutional Performance Metrics System developed aligning Planning & QA performance metrics & data analytics	*C & P* peruse standardized Performance Metrics System for Planning & QA data analytics & performance management

Theme Two: Quality Assurance Mechanism Institutional, *C & P* Alignments

Sub-Themes 2	Sub-Themes 2 PDCA (Plan, Do, Check & Act) Strategic Actions		Colleges & Programs Actions	
T21 Quality Assurance Plan **(QAP)**	Comprehensive Institution QAP Framework	P Institutional QAP Plan Development & Design	*C & P* QAPs guiding strategic & operational directions & actions of *C & P*	P *C & P* QAP Development & Design
		D Institutional QAP deployed across all units		D *C & P* QAP deployed across all units
		C Institutional QAP reviews for accomplishment		C *C & P* QAP reviews for accomplishment
		A Institutional QAP Action Plans remedies		A *C & P* QAP Action Plans remedies
T22 Internal Quality Assurance **(IQA)** and Performance Management System **(PMS)**	Institutional IQA System Criteria, Context & Content Development, Assessment & Reviews integrating QA-Planning-Information Systems Performance Management System (PMS)	P Institutional IQA System Development & Design	*C & P* IQA System context & Content coverage, Criteria Development & Assessment; System Reviews; Performance Management System integrating QA-Planning-Information System	P *C & P* IQA System Development & Design
		D Institutional IQA System deployed across all units		D *C & P* IQA System deployed across all units
		C Institutional IQA System reviews for accomplishment		C *C & P* IQA System reviews for accomplishment
		A Institutional IQA System Action Plans remedies		A *C & P* IQA System remedies
T23 Stakeholders' satisfaction & dissatisfaction **(SSDMS)**	Institutional *(SSDMS)* with standardized instruments & data analytics	P Institutional SSDMS Development & Design	*C & P* peruse standardized SSDMS for data analytics & informed decision making	P *C & P* SSDMS Development & Design
		D Institutional SSDMS deployed across all units		D *C & P* SSDMS deployed across all units
		C Institutional SSDMS reviews for accomplishment		C *C & P* SSDMS reviews for accomplishment
		A Institutional SSDMS Action Plans remedies		A *C & P* SSDMS Action Plans remedies
T24 Reviews, Evaluation & Assessment System **(REAS)**	Institutional Comprehensive Reviews, Evaluation & Assessment System (REAS) guidelines, practices, policies & protocols	P Institutional REAS Development & Design	*C & P* peruse standardized REAS guidelines, practices, policies & protocols for evaluations	P *C & P* REAS Development & Design
		D Institutional REAS deployed across all units		D *C & P* REAS deployed across all units
		C Institutional REAS reviews for accomplishment		C *C & P* REAS reviews for accomplishment
		A Institutional REAS Action Plans on remedies		A *C & P* REAS Action Plans remedies
T25 Performance Metrics System **(PMS)**	Institutional PMS developed aligning Planning & QA performance metrics & data analytics	P Institutional PMS Development & Design	*C & P* peruse standardized PMS for Planning & QA data analytics & performance management	P *C & P* PMS Development & Design
		D Institutional PMS deployed across all units		D *C & P* PMS deployed across all units
		C Institutional PMS reviews for accomplishment		C *C & P* PMS reviews for accomplishment
		A Institutional PMS Action n remedies		A *C & P* PMS Action Plans remedies

Theme Two: Quality Assurance Mechanism Institutional, Colleges & Programs (*C & P*) Alignment

Sub-Themes 2	Institutional PDCA Strategic Actions	Colleges & Programs Actions	Analysis, Development & Alignment
T21 Quality Assurance Plan (QAP)	P Institutional QAP Development & Design	P *C & P* QAP Development & Design	**Level 0:** Development & Design of System & Mechanisms completed
	D Institutional QAP deployed across all units	D *C & P* QAP deployed across all units	
	C Institutional QAP reviews for accomplishment	C *C & P* QAP reviews for accomplishment	
	A Institutional Action Plans remedies	A *C & P* QAP Action Plans acted on based on remedies	**Level 1:** Deployment across all units completed and implemented
T22 Internal Quality Assurance (IQA) and Performance Management System (PMS)	P Institutional IQA System Development & Design	P *C & P* IQA System Development & Design	
	D Institutional IQA System deployed across all units	D *C & P* IQA System deployed across all units	
	C Institutional IQA System reviews for accomplishment	C *C & P* IQA System reviews for accomplishment	**Level 2:** Reviews, Evaluation & Assessment of Implementation & Alignment resulting in informed decisions of performance
	A Institutional IQA System Action Plans remedies	A *C & P* IQA System acted on based on remedies	
T23 Stakeholders' satisfaction & dissatisfaction (SSDMS)	P Institutional SSDMS Development & Design	P *C & P* SSDMS Development & Design	
	D Institutional SSDMS deployed across all units	D *C & P* SSDMS deployed across all units	
	C Institutional SSDMS reviews for accomplishment	C *C & P* SSDMS reviews for accomplishment	**Level 3:** Action Plans developed & executed to ensure "performance gaps" are addressed & closed
	A Institutional SSDMS Action Plans remedies	A *C & P* SSDMS Action Plans acted on based on remedies	
T24 Reviews, Evaluation & Assessment System (REAS)	P Institutional REAS Development & Design	P *C & P* REAS Development & Design	
	D Institutional REAS deployed across all units	D *C & P* REAS deployed across all units	
	C Institutional REAS reviews for accomplishment	C *C & P* REAS reviews for accomplishment	**Level 4:** Strategic, *C & P* Systems & Mechanisms reviewed holistically for accomplishment & alignments
	A Institutional REAS Action Plans remedies	A *C & P* REAS Action Plans acted on based on remedies	
T25 Performance Metrics System (PMS)	P Institutional PMS Development & Design	P *C & P* PMS Development & Design	
	D Institutional PMS deployed across all units	D *C & P* PMS deployed across all units	
	C Institutional PMS reviews for accomplishment	C *C & P* PMS reviews for accomplishment	
	A Institutional PMS Action Plans remedies	A *C & P* PMS Action Plans acted on based on remedies	

Theme Two: Quality Assurance Mechanism Institutional, Colleges & Programs (*C & P*) Alignment

Sub-Theme 2	Institutional PDCA Analysis & Development Actions		Colleges & Programs Analysis, Development & AlignmentActions	
T21 Quality Assurance Plan **(QAP)**	**P** Institutional QAP Development & Design	**Level 0:** Development & Design of QAP System & Mechanisms completed	**P** *C & P* QAP Development & Design	**Level 0:** *C & P* QAP Development & Design aligned with Institution QAP
	D Institutional QAP deployed across all units	**Level 1:** QAP System & Mechanisms Deployment across all units completed and implemented	**D** *C & P* QAP deployed across all units	**Level 1:** *Collegial* QAP deployed to Programs for *Programmatic* QAP Development & Design alignment
	C Institutional QAP reviews for accomplishments	**Level 2:** QAP System & Mechanisms Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance	**C** *C & P* QAP reviews for accomplishments	**Level 2:** *C & P* Reviews, Evaluate &Assess of Implementation & Alignment resulting in informed decisions of performance of QAP System & Mechanisms
	A Institutional QAP Action Plans remedies	**Level 3:** QAP System & Mechanisms Action Plans developed & executed to ensure "performance gaps" are addressed & closed	**A** *C & P* QAP Action Plans remedies	**Level 3:** *C & P* Action Plans developed & executed to ensure "performance gaps" are addressed & closed of QAP System & Mechanisms
		Level 4: QAP System & Mechanisms reviewed holistically for accomplishments & alignments		**Level 4:** *C & P* QAP System & Mechanisms reviewed holistically for accomplishments & alignments
T22 Internal Quality Assurance **(IQA)** and Performance Management System **(PMS)**	**P** Institutional IQA & PMS Development & Design	**Level 0:** Development & Design of IQA & PMS System & Mechanisms completed	**P** *C & P* IQA & PMS Development & Design	**Level 0:** *C & P* IQA & PMS Development & Design aligned with Institution IQA & PMS
	D Institutional IQA & PMS deployed across all units	**Level 1:** IQA & PMS System & Mechanisms Deployment across all units completed and implemented	**D** *C & P* IQA & PMS deployed across all units	**Level 1:** *Collegial* IQA & PMS deployed to Programs for *Programmatic* IQA & PMS Development & Design alignment
	C Institutional IQA & PMS reviews for accomplishment	**Level 2:** IQA & PMS System & Mechanisms Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance	**C** *C & P* IQA & PMS reviews for accomplishment	**Level 2:** *C & P* Reviews, Evaluate &Assess of Implementation & Alignment resulting in informed decisions of performance of IQA & PMS System & Mechanisms
	A Institutional IQA & PMS Action Plans remedies	**Level 3:** IQA & PMS System & Mechanisms Action Plans developed & executed to ensure "performance gaps" are addressed & closed	**A** *C & P* IQA & PMS Action Plans remedies	**Level 3:** *C & P* Action Plans developed & executed to ensure "performance gaps" are addressed & closed of IQA & PMS System & Mechanisms
		Level 4: IQA& PMS V System & Mechanisms reviewed holistically for accomplishments & alignments		**Level 4:** *C & P* IQA & PMS System & Mechanisms reviewed holistically for accomplishments & alignments
T23 Stakeholders' satisfaction & dissatisfaction **(SSDMS)**	**P** Institutional SSDMS Development & Design	**Level 0:** Development & Design of SSDMS System & Mechanisms completed	**P** *C & P* SSDMS Development & Design	**Level 0:** *C & P* SSDMS Development & Design aligned with Institution VMGV
	D Institutional SSDMS deployed across all units	**Level 1:** SSDMS System & Mechanisms Deployment across all units completed and implemented	**D** *C & P* SSDMS deployed across all units	**Level 1:** *Collegial* PMS deployed to Programs for *Programmatic* PMS Development & Design alignment
	C Institutional SSDMS reviews for accomplishment	**Level 2:** SSDMS System & Mechanisms Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance	**C** *C & P* SSDMS reviews for accomplishment	**Level 2:** *C & P* Reviews, Evaluate &Assess of Implementation & Alignment resulting in informed decisions of performance of SSDMS System & Mechanisms
	A Institutional SSDMS Action Plans remedies	**Level 3:** SSDMS System & Mechanisms Action Plans developed & executed to ensure "performance gaps" are addressed & closed	**A** *C & P* SSDMS Action Plans remedies	**Level 3:** *C & P* Action Plans developed & executed to ensure "performance gaps" are addressed & closed of SSDMS System & Mechanisms
		Level 4: SSDMS System & Mechanisms reviewed holistically for accomplishments & alignments		**Level 4:** *C & P* SSDMS System & Mechanisms reviewed holistically for accomplishments & alignments
T24 Reviews, Evaluation & Assessment System **(REAS)**	**P** Institutional REAS development & Design	**Level 0:** Development & Design of REAS System & Mechanisms completed	**P** *C & P* REAS Development & Design	**Level 0:** *C & P* REAS Development & Design aligned with Institution REAS
	D Institutional REAS deployed across all units	**Level 1:** REAS System & Mechanisms Deployment across all units completed and implemented	**D** *C & P* GABC deployed across all units	**Level 1:** *Collegial* REAS deployed to Programs for *Programmatic* REAS Development & Design alignment
	C Institutional REAS reviews for accomplishment	**Level 2:** REAS System & Mechanisms Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance	**C** *C & P* REAS reviews for accomplishment	**Level 2:** *C & P* Reviews, Evaluate &Assess of Implementation & Alignment resulting in informed decisions of performance of REAS System & Mechanisms
	A Institutional REAS Action Plans remedies	**Level 3:** REAS System & Mechanisms Action Plans developed & executed to ensure "performance gaps" are addressed & closed	**A** *C & P* REAS Action Plans remedies	**Level 3:** *C & P* Action Plans developed & executed to ensure "performance gaps" are addressed & closed of REAS System & Mechanisms
		Level 4: REAS System & Mechanisms reviewed holistically for accomplishments & alignments		**Level 4:** *C & P* REAS System & Mechanisms reviewed holistically for accomplishments & alignments
T25 Performance Metrics System **(PMS)**	**P** Institutional PMS Development & Design	**Level 0:** Development & Design of PMS System & Mechanisms completed	**P** *C & P* PMS Development & Design	**Level 0:** *C & P* PMS Development & Design aligned with Institution PMS
	D Institutional PMS deployed across all units	**Level 1:** PMS System & Mechanisms Deployment across all units completed and implemented	**D** *C & P* PMS deployed across all units	**Level 1:** *Collegial* PMS deployed to Programs for *Programmatic* PMS Development & Design alignment
	C Institutional PMS reviews for accomplishment	**Level 2:** PMS System & Mechanisms Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance	**C** *C & P* AS-TL reviews for accomplishment	**Level 2:** *C & P* Reviews, Evaluate &Assess of Implementation & Alignment resulting in informed decisions of performance of PMS System & Mechanisms
	A Institutional PMS Action Plans remedies	**Level 3:** PMS System & Mechanisms Action Plans developed & executed to ensure "performance gaps" are addressed & closed	**A** *C & P* PMS Action Plans remedies	**Level 3:** *C & P* Action Plans developed & executed to ensure "performance gaps" are addressed & closed of PMS System & Mechanisms
		Level 4: PMS System & Mechanisms reviewed holistically for accomplishments & alignments		**Level 4:** *C & P* PMS System & Mechanisms reviewed holistically for accomplishments & alignments

Appendix 2 Theme Three Alignments of ICP through 5 Levels-ADA and Action Plans

Theme Three: Institutional, Colleges & Programs (*C & P*) Alignments of Effectiveness in Teaching and Learning

Key Issues	Sub-Themes	Institutional Actions	Colleges & Programs Actions
1. Assuring the compliance of the curriculum with the NCAAA and NQF requirements 2. Specification Reports to measure the level of achievement in each course/program 3. Training the faculty on writing PLOs, CLOs, course mapping, and teaching and assessment methodologies	**T31** Academic System meeting Governmental requirements (AS-GSA)	Institutional Academic System policies, protocols & practices meeting government agencies requirements	Colleges & Programs peruse standardized Institutional Academic System policies, protocols & practices meeting government agencies requirements
4. Implementing faculty course files 5. Disseminating the CLOs to students and making program/course specifications available to each student on the website before the start of the program 6. Periodically assessing the attainment of PLOs, CLOs, KPIs, & Course 7. Revising CLOs, course mapping, and assessment methods to make them more effective and aligned	**T32** Academic System in Students' Outcomes (AS-SLO)	Institutional Academic System policies, protocols & practices on Student Learning Outcomes development, design & assessment & reviews	Colleges & Programs peruse standardized Institutional Academic System policies, protocols & practices on Student Learning Outcomes development, design & assessment & reviews
8. Conducting annual internal course audits to monitor accuracy, compliance, and consistency 9. Conducting a review of the existing examination system to make it more diverse Benchmarking the existing curriculum with national/international curriculum 10. Checking all students' assignments for plagiarism	**T33** Academic System on academic assessment, benchmarking and reviews (AS-PMS)	Institutional Academic System policies, protocols & practices on academic performance assessment & benchmarking and reviews	Colleges & Programs peruse standardized Institutional Academic System policies, protocols & practices on academic performance assessment & benchmarking and reviews
11. Hiring a more competent and PhD-qualified faculty with the appropriate gender balance 12. Implementing a regular faculty development program and an orientation program for the new faculty	**T34** Academic System on Faculty Management (AS-FM)	Institutional Academic System policies, protocols & practices on Faculty Management	Colleges & Programs peruse standardized Institutional Academic System policies, protocols & practices on Faculty Management
13. Requiring internship/fieldwork for both male and female students in courses where it is required 14. Risk management and proper safety measures and training for the students, faculty, and supervisors in fieldwork	**T35** Academic System on Student Internship & Fieldwork (AS-SIF)	Institutional Academic System policies, protocols & practices on Student Internship & Fieldwork	Colleges & Programs peruse standardized Institutional Academic System policies, protocols & practices on Student Internship & Fieldwork
15. Periodically reviewing the program statistics to measure the batch-wise retention and progression rate 16. Maintaining the alumni and employer database for external program evaluation	**T36** Academic System on Academic Performance Metrics (AS-PMS)	Institutional Academic System policies, protocols & practices on Academic Performance Metrics	Colleges & Programs peruse standardized Institutional Academic System policies, protocols & practices on Academic Performance Metrics

Theme Three: Institutional, Colleges & Programs (*C & P*) Alignments of Effectiveness in Teaching and Learning

Sub-Themes 3	Sub-Themes 3 PDCA (Plan, Do, Check & Act) Strategic Actions		Colleges & Programs Actions	
T31 Academic System meeting Governmental requirements (AS-GSA)	Institutional Academic System policies, protocols & practices meeting government agencies requirements	P Institutional AS-GSA Development & Design D Institutional AS-GSA deployed across all units C Institutional AS-GSA reviews for accomplishment A Institutional AS-GSA Action Plans remedies	*C & P* peruse standardized Institutional Academic System policies, protocols & practices meeting government agencies requirements	P *C & P* AS-GSA Development & Design D *C & P* AS-GSA deployed across all units C *C & P* AS-GSA reviews for accomplishment A *C & P* AS-GSA Action Plans remedies
T32 Academic System in Students' Outcomes (AS-SLO)	Institutional Academic System policies, protocols & practices on Student Learning Outcomes development, design & assessment & reviews	P Institutional AS-SLO Development & Design D Institutional AS-SLO deployed across all units C Institutional AS-SLO reviews for accomplishment A Institutional AS-SLO Action Plans remedies	*C & P* peruse standardized Institutional Academic System policies, protocols & practices on Student Learning Outcomes development, design & assessment & reviews	P *C & P* AS-SLO Development & Design D *C & P* AS-SLO deployed across all units C *C & P* AS-SLO reviews for accomplishment A *C & P* AS-SLO remedies
T33 Academic System on academic assessment, benchmarking and reviews (AS-PMS)	Institutional Academic System policies, protocols & practices on academic performance assessment, benchmarking & reviews	P Institutional AS-PMS Development & Design D Institutional AS-PMS deployed across all units C Institutional AS-PMS reviews for accomplishment A Institutional AS-PMS Action Plans remedies	*C & P* peruse standardized Institutional Academic System policies, protocols & practices on academic performance assessment & benchmarking and reviews	P *C & P* AS-PMS development & Design D *C & P* AS-PMS deployed across all units C *C & P* AS-PMS reviews for accomplishment A *C & P* AS-PMS Action Plans remedies
T34 Academic System on Faculty Management (AS-FM)	Institutional Academic System policies, protocols & practices on Faculty Management	P Institutional AS-FM Development & Design D Institutional AS-FM deployed across all units C Institutional AS-FM reviews for accomplishment A Institutional AS-FM Action Plans remedies	*C & P* peruse standardized Institutional Academic System policies, protocols & practices on Faculty Management	P *C & P* AS-FM Development & Design D *C & P* AS-FM deployed across all units C *C & P* AS-FM reviews for accomplishment A *C & P* AS-FM Action Plans remedies
T35 Academic System on Student Internship & Fieldwork (AS-SIF)	Institutional Academic System policies, protocols & practices on Student Internship & Fieldwork	P Institutional AS-SIF Development & Design D Institutional AS-SIF deployed across all units C Institutional AS-SIF reviews for accomplishment A Institutional AS-SIF Action Plans remedies	*C & P* peruse standardized Institutional Academic System policies, protocols & practices on Student Internship & Fieldwork	P *C & P* AS-SIF development & Design D *C & P* AS-SIF deployed across all units C *C & P* AS-SIF reviews for accomplishment A *C & P* AS-SIF Action Plans remedies
T36 Academic System on Academic Performance Metrics (AS-PMS)	Institutional Academic System policies, protocols & practices on Academic Performance Metrics	P Institutional AS-PMS Development & Design D Institutional AS-PMS deployed across all units C Institutional AS-PMS reviews for accomplishment A Institutional AS-PMS Action Plans on remedies	*C & P* peruse standardized Institutional Academic System policies, protocols & practices on Academic Performance Metrics	P *C & P* AS-PMS Development & Design D *C & P* AS-PMS deployed across all units C *C & P* AS-PMS reviews for accomplishment A *C & P* AS-PMS Action Plans remedies

Theme Three: Institutional, Colleges & Programs (*C & P*) Alignments of Effectiveness in Teaching and Learning

Sub-Themes 3	Institutional PDCA Strategic Actions	Colleges & Programs Actions	Theme Analysis & Alignment
T31 Academic System meeting Governmental requirements (AS-GSA)	P Institutional AS-GSA Development & Design D Institutional AS-GSA deployed across all units C Institutional AS-GSA reviews for accomplishment A Institutional AS-GSA Action Plans remedies	P *C & P* AS-GSA Development & Design D *C & P* AS-GSA deployed across all units C *C & P* AS-GSA reviews for accomplishment A *C & P* AS-GSA Action Plans remedies	**Level 0:** Development & Design of System & Mechanisms completed
T32 Academic System in Students' Outcomes (AS-SLO)	P Institutional AS-SLO Development & Design D Institutional AS-SLO deployed across all units C Institutional AS-SLO reviews for accomplishment A Institutional AS-SLO Action Plans remedies	P *C & P* AS-SLO Development & Design D *C & P* AS-SLO deployed across all units C *C & P* AS-SLO reviews for accomplishment A *C & P* AS-SLO Action Plans remedies	**Level 1:** Deployment across all units completed and implemented
T33 Academic System on academic assessment, benchmarking and reviews (AS-PMS)	P Institutional AS-PMS Development & Design D Institutional AS-PMS deployed across all units C Institutional AS-PMS reviews for accomplishment A Institutional AS-PMS Action Plans remedies	P *C & P* AS-PMS development & Design D *C & P* AS-PMS deployed across all units C *C & P* AS-PMS reviews for accomplishment A *C & P* AS-PMS Action Plans remedies	**Level 2:** Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance
T34 Academic System on Faculty Management (AS-FM)	P Institutional AS-FM Development & Design D Institutional AS-FM deployed across all units C Institutional AS-FM reviews for accomplishment A Institutional AS-FM Action Plans remedies	P *C & P* AS-FM Development & Design D *C & P* AS-FM deployed across all units C *C & P* AS-FM reviews for accomplishment A *C & P* AS-FM Action Plans remedies	**Level 3:** Action Plans developed & executed to ensure "performance gaps" are addressed & closed
T35 Academic System on Student Internship & Fieldwork (AS-SIF)	P Institutional AS-SIF Development & Design D Institutional AS-SIF deployed across all units C Institutional AS-SIF reviews for accomplishment A Institutional AS-SIF Action Plans remedies	P *C & P* AS-SIF development & Design D *C & P* AS-SIF deployed across all units C *C & P* AS-SIF reviews for accomplishment A *C & P* AS-SIF Action Plans remedies	**Level 4:** Strategic, *C & P* Systems & Mechanisms reviewed holistically for accomplishment & alignments
T36 Academic System on Academic Performance Metrics (AS-PMS)	P Institutional AS-PMS Development & Design D Institutional AS-PMS deployed across all units C Institutional AS-PMS reviews for accomplishment A Institutional AS-PMS Action Plans remedies	P *C & P* AS-PMS Development & Design D *C & P* AS-PMS deployed across all units C *C & P* AS-PMS reviews for accomplishment A *C & P* AS-PMS Action remedies	

Theme Three: Institutional, Colleges & Programs (*C & P*) Alignments of Effectiveness in Teaching and Learning				
Sub-Theme 3	**Institutional PDCA Analysis & Development Actions**		**Colleges & Programs Analysis, Development & Alignment Actions**	
T31 Academic System meeting Governmental requirements (AS-GSA)	**P** Institutional AS-GSA Development & Design	**Level 0:** Development & Design of AS-GSA System & Mechanisms completed	**P** *C & P* AS-GSA Development & Design	**Level 0:** *C & P* AS-GSA Development & Design aligned with Institution QAP
	D Institutional AS-GSA deployed across all units	**Level 1:** AS-GSA System & Mechanisms Deployment across all units completed and implemented	**D** *C & P* AS-GSA deployed across all units	**Level 1:** *Collegial* AS-GSA deployed to Programs for *Programmatic* AS-GSA Development & Design alignment
	C Institutional AS-GSA reviews for accomplishment	**Level 2:** AS-GSA System & Mechanisms Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance	**C** *C & P* AS-GSA reviews for accomplishment	**Level 2:** *C & P* Reviews, Evaluate &Assess of Implementation & Alignment resulting in informed decisions of performance of AS-GSA System & Mechanisms
	A Institutional AS-GSA Action Plans remedies	**Level 3:** AS-GSA System & Mechanisms Action Plans developed & executed to ensure "performance gaps" are addressed & closed	**A** *C & P* AS-GSA Action Plans remedies	**Level 3:** *C & P* Action Plans developed & executed to ensure "performance gaps" are addressed & closed of AS-GSA System & Mechanisms
		Level 4: AS-GSA System & Mechanisms reviewed holistically for accomplishments & alignments		**Level 4:** *C & P* AS-GSA System & Mechanisms reviewed holistically for accomplishments & alignments
T32 Academic System in Students' Outcomes (AS-SLO)	**P** Institutional AS-SLO Development & Design	**Level 0:** Development & Design of AS-SLO System & Mechanisms completed	**P** *C & P* AS-SLO Development & Design	**Level 0:** *C & P* AS-SLO Development & Design aligned with Institution IQA & PMS
	D Institutional AS-SLO deployed across all units	**Level 1:** AS-SLO System & Mechanisms Deployment across all units completed and implemented	**D** *C & P* AS-SLO deployed across all units	**Level 1:** *Collegial* AS-SLO deployed to Programs for *Programmatic* IQA & PMS Development & Design alignment
	C Institutional AS-SLO reviews for accomplishment	**Level 2:** AS-SLO System & Mechanisms Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance	**C** *C & P* AS-SLO reviews for accomplishment	**Level 2:** *C & P* Reviews, Evaluate &Assess of Implementation & Alignment resulting in informed decisions of performance of AS-SLO System & Mechanisms
	A Institutional AS-SLO Action Plans remedies	**Level 3:** AS-SLO System & Mechanisms Action Plans developed & executed to ensure "performance gaps" are addressed & closed	**A** *C & P* AS-SLO Action Plans remedies	**Level 3:** *C & P* Action Plans developed & executed to ensure "performance gaps" are addressed & closed of AS-SLO System & Mechanisms
		Level 4: AS-SLO System & Mechanisms reviewed holistically for accomplishments & alignments		**Level 4:** *C & P* AS-SLO System & Mechanisms reviewed holistically for accomplishments & alignments
T33 Academic System on academic assessment, benchmarking and reviews (AS-PMS)	**P** Institutional AS-PMS Development & Design	**Level 0:** Development & Design of AS-PMS System & Mechanisms completed	**P** *C & P* AS-PMS development & Design	**Level 0:** *C & P* AS-PMS Development & Design aligned with Institution VMGV
	D Institutional AS-PMS deployed across all units	**Level 1:** AS-PMS System & Mechanisms Deployment across all units completed and implemented	**D** *C & P* AS-PMS deployed across all units	**Level 1:** *Collegial* AS-PMS deployed to Programs for *Programmatic* PMS Development & Design alignment
	C Institutional AS-PMS reviews for accomplishment	**Level 2:** AS-PMS System & Mechanisms Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance	**C** *C & P* AS-PMS reviews for accomplishment	**Level 2:** *C & P* Reviews, Evaluate &Assess of Implementation & Alignment resulting in informed decisions of performance of AS-PMS System & Mechanisms
	A Institutional AS-PMS Action Plans remedies	**Level 3:** AS-PMS System & Mechanisms Action Plans developed & executed to ensure "performance gaps" are addressed & closed	**A** *C & P* AS-PMS Action Plans remedies	**Level 3:** *C & P* Action Plans developed & executed to ensure "performance gaps" are addressed & closed of AS-PMS System & Mechanisms
		Level 4: AS-PMS System & Mechanisms reviewed holistically for accomplishments & alignments		**Level 4:** *C & P* AS-PMS System & Mechanisms reviewed holistically for accomplishments & alignments
T34 Academic System on Faculty Management (AS-FM)	**P** Institutional AS-FM Development & Design	**Level 0:** Development & Design of AS-FM System & Mechanisms completed	**P** *C & P* AS-FM Development & Design	**Level 0:** *C & P* AS-FM Development & Design aligned with Institution AS-FM
	D Institutional AS-FM deployed across all units	**Level 1:** AS-FM System & Mechanisms Deployment across all units completed and implemented	**D** *C & P* AS-FM deployed across all units	**Level 1:** *Collegial* AS-FM deployed to Programs for *Programmatic* REAS Development & Design alignment
	C Institutional AS-FM reviews for accomplishment	**Level 2:** AS-FM System & Mechanisms Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance	**C** *C & P* AS-FM reviews for accomplishment	**Level 2:** *C & P* Reviews, Evaluate &Assess of Implementation & Alignment resulting in informed decisions of performance of AS-FM System & Mechanisms
	A Institutional AS-FM Action Plans remedies	**Level 3:** AS-FM System & Mechanisms Action Plans developed & executed to ensure "performance gaps" are addressed & closed	**A** *C & P* AS-FM Action Plans remedies	**Level 3:** *C & P* Action Plans developed & executed to ensure "performance gaps" are addressed & closed of AS-FM System & Mechanisms
		Level 4: AS-FM System & Mechanisms reviewed holistically for accomplishments & alignments		**Level 4:** *C & P* AS-FM System & Mechanisms reviewed holistically for accomplishments & alignments
T35 Academic System on Student Internship & Fieldwork (AS-SIF)	**P** Institutional AS-SIF Development & Design	**Level 0:** Development & Design of AS-SIF System & Mechanisms completed	**P** *C & P* AS-SIF development & Design	**Level 0:** *C & P* AS-SIF Development & Design aligned with Institution PMS
	D Institutional AS-SIF deployed across all units	**Level 1:** AS-SIF System & Mechanisms Deployment across all units completed and implemented	**D** *C & P* AS-SIF deployed across all units	**Level 1:** *Collegial* AS-SIF deployed to Programs for *Programmatic* PMS Development & Design alignment
	C Institutional AS-SIF reviews for accomplishment	**Level 2:** AS-SIF System & Mechanisms Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance	**C** *C & P* AS-SIF reviews for accomplishment	**Level 2:** *C & P* Reviews, Evaluate &Assess of Implementation & Alignment resulting in informed decisions of performance of AS-SIF System & Mechanisms
	A Institutional AS-SIF Action Plans remedies	**Level 3:** AS-SIF System & Mechanisms Action Plans developed & executed to ensure "performance gaps" are addressed & closed	**A** *C & P* AS-SIF Action Plans remedies	**Level 3:** *C & P* Action Plans developed & executed to ensure "performance gaps" are addressed & closed of AS-SIF System & Mechanisms
		Level 4: AS-SIF System & Mechanisms reviewed holistically for accomplishments & alignments		**Level 4:** *C & P* AS-SIF System & Mechanisms reviewed holistically for accomplishments & alignments
T36 Academic System on Academic Performance Metrics (AS-PMS)	**P** Institutional AS-PMS Development & Design	**Level 0:** Development & Design of A AS-PMS System & Mechanisms completed	**P** *C & P* AS-PMS Development & Design	**Level 0:** *C & P* AS-PMS Development & Design aligned with Institution PMS
	D Institutional AS-PMS deployed across all units	**Level 1:** AS-PMS System & Mechanisms Deployment across all units completed and implemented	**D** *C & P* AS-PMS deployed across all units	**Level 1:** *Collegial* AS-PMS deployed to Programs for *Programmatic* PMS Development & Design alignment
	C Institutional AS-PMS reviews for accomplishment	**Level 2:** AS-PMS System & Mechanisms Reviews, Evaluation &Assessment of Implementation & Alignment resulting in informed decisions of performance	**C** *C & P* AS-PMS reviews for accomplishment	**Level 2:** *C & P* Reviews, Evaluate &Assess of Implementation & Alignment resulting in informed decisions of performance of AS-PMS System & Mechanisms
	A Institutional AS-PMS Action Plans remedies	**Level 3:** AS-PMS System & Mechanisms Action Plans developed & executed to ensure "performance gaps" are addressed & closed	**A** *C & P* AS-PMS Action remedies	**Level 3:** *C & P* Action Plans developed & executed to ensure "performance gaps" are addressed & closed of AS-PMS System & Mechanisms
		Level 4: AS-PMS System & Mechanisms reviewed holistically for accomplishments & alignments		**Level 4:** *C & P* AS-PMS System & Mechanisms reviewed holistically for accomplishments & alignments

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