PQA Education Criteria

For Performance Excellence

2023 — 2027

Philippine Quality Award

Education Criteria for Performance Excellence and Application Guidelines

The Trophies for Performance Excellence

Philippine Quality Award for Performance Excellence (Level 4)

The Philippine Quality Award for Performance Excellence is the highest level of recognition to qualified organizations from private and public who have demonstrated a high level of excellence and serves as a national and global role model. The design of this trophy mainly focuses on the letter H that stands for the tagalog word "Husay". It is formed by the deconstructed elements of "Husay" in baybayin and is made up of pounded brass set on a wooden base where the words "Husay" both in baybayin and tagalog are carved.

Recognition for Mastery in Quality Management (Level 3)

The Mastery in Quality Management recognizes an organization who have demonstrated superior results in mastering quality management and serves as a role model in the Philippines. This design takes the form of a boat with its sails still unfurled which means that all the better for the boat to be propelled onwards. It is a metaphor for smooth and rapid movement across challenges and difficulties.

Recognition for Proficiency in Quality Management (Level 2)

This award recognizes the proficiency of an organization in quality management by achieving significant progress in building sound process. The design of the trophy takes on the form of a Sulu torch that signifies pursuit to excellence. The fire stoked and burning bright marks as a beacon to attract and illuminate the path to quality and excellence for everyone to see and appreciate.

Recognition for Commitment to Quality Management (Level 1)

This is the first level of recognition to an organization who have shown commitment to planting seeds of quality and productivity by beginning it's journey to quality management. The trophy is designed in the shape of a champion's cup and the word Husay in both Tagalog and Baybayin. The trophy's shape is a reminiscence of a bird's wing spread in flight, which signifies aspiration to achieve quality and excellence soaring to reach the sky.

The Trophies for Performance Excellence

The Philippine Quality Award Trophy is an epitome of quest of Philippine Corporations and Organizations for Performance Excellence through Total Quality Management.

A creative sculptured trophy made of cast bronze was designed by Artist **Abdulmari "Toym" de Leon Imao Jr.,** the son of National Artist for Sculpture Mr. Abdulmari Asia Imao Sr.

Mr. Imao Jr. also known as "Toym" is a Filipino multi-media visual artist whose art is known for Historical Representations and Filipino Social Conditions.

Level 1   Level 2   Level 3   Level 4

Contents

Introduction

What is the Philippine Quality Award?

The Philippine Quality Award (PQA) is an integrated approach for performance management that sets the standard of excellence to help Philippine organizations achieve world-class performance. It provides an internationally comparable framework and criteria, patterned from the Malcolm Baldrige National Quality Award of the US, for assessing organizational performance. It is a template for competitiveness based on the principles of Total Quality Management. In addition, the PQA is the highest level of national recognition for exemplary organizational performance. It is not an award for product or service quality but for a quality management system which hinges on improvement in the delivery of products and/or services, and provides a way of satisfying and responding to customers' needs and requirements. Established through Executive Order No. 448, issued by President Fidel V. Ramos on October 3, 1997, the award is given to organizations in the private and public sectors which excel in quality and productivity. It was institutionalized through the signing of Republic Act No. 9013 on February 28, 2001, also known as the Philippine Quality Award Act.

Why was the Award established?

The adoption of the National Action Agenda for Productivity (NAAP) in 1996 as a comprehensive strategy to sustain socio-economic growth provided the impetus to intensify productivity and quality improvement efforts in the country. This was further hastened by increasing globalization which is raising quality standards all over the world.

The PQA was established as a specific strategy of the NAAP to promote quality excellence in private and public sector organizations and to provide an internationally comparable framework and criteria for assessing organizational performance and in recognizing quality excellence. It also aims to promote sharing of information and benchmarking of best practices and results among organizations pursuing quality improvement.

Which organizations may apply for the Award?

Companies or organizations, from the private and public sectors, located and operating in the Philippines may be eligible to apply for the Award and these include the following:

- Private Sector: (regardless of size):
  (1) Manufacturing Companies e.g. Pharmaceutical Companies, Manufacturers of Consumer/Industrial Goods, Foods or Processed Foods and Semi-conductor/ Electronics Companies; (2) Agricultural Producers; (3) Service Companies e.g. Educational Institutions, Healthcare Institutions or Business Processing Outsourcing Institutions; (4) Construction Companies (5) Non-profit Organizations other than Public Sector e.g. Trade Associations, Charitable Organizations, Credit Unions or Professional Societies; and (6) other industries.
- Public Sector: (1) Departments, bureaus and attached agencies; (2) Government-Owned and Controlled Corporations; (3) Government Financial Institutions; (4) State/Community Universities and Colleges; (5) State/Community Hospitals; (6) Local Government Units, and (7) other government agencies.

Who are involved in the Award process?

The PQA Program is a public-private partnership involving the following:

President of the Republic of the Philippines: Patron of the Award who approves, announces and personally confers PQA on National Recipients.

Department of Trade & Industry Secretary: Award Manager that is responsible for the conduct of the awards process and validates and endorses to the President the list of awardees selected by the Board of Judges.

PQA Executive Committee: the policy-making body of the PQA to ensure the integrity of the award system.

Management Committee: Implementing arm and secretariat of the PQA Committee chaired by the Department of Trade and Industry – Competitiveness Bureau (DTI-CB).

Department of Trade and Industry – Competitiveness Bureau (DTI-CB): Implementing agency of the PQA Program that provides necessary technical and administrative support to the Award Manager and PQA Committee.

Award Administrators for Private Sector and Public Sector: Screen PQA applications and facilitate the review process; and assist in the promotion of the PQA program.

Board of Judges: Reviews the feedback reports prepared by the Team of Assessors and recommends to the Award Manager the appropriate award/ recognition to be given to applicant organization.

Team of Assessors: Conducts independent assessment, consensus review, and site visit verification, prepare and submit the feedback report to the Board of Judges and applicant organization through the Award Administrator.

What are the PQA Criteria for Performance Excellence?

The Criteria for Performance Excellence provide organizations with an integrated, results-oriented framework in implementing and assessing processes in managing operations. These are the bases for the feedback given to the award applicant organizations after examination by PQA assessors. The Criteria consist of seven Categories:

- Leadership
- Strategy
- Customer
- Measurement, Analysis, and Knowledge Management
- Workforce
- Operations
- Results

What is the basis for the Criteria?

The PQA Criteria are adapted from the Malcolm Baldrige National Quality Award of the United States. The national quality awards of other countries have adapted the Baldrige criteria framework for international comparability

The Criteria are reviewed and updated every five years with the basis from the latest version of the Baldrige Criteria during the review period.

What are the benefits gained from applying?

Each applicant organization will benefit from applying to the PQA as follows:

- Gains an outside perspective of the organization's strengths and opportunities for improvement through the rigorous evaluation of the organization's processes and results equivalent to about 550-600 hours of review by at least five quality practitioners from different industry, academe, and government.

- Receive a feedback report which outlines the Team of Assessors' findings based on the evaluation and can guide the organization's strategic planning and quality and productivity improvement. The feedback report may increase the involvement of the employees and the team's capability and flexibility to cope with rapid change while keeping them focused on customer satisfaction and retention.

- Should the applicant organization becomes a PQA Awardee or Recognition recipient, the organization's exceptional management practices become benchmarks and serve as models for other organizations that are on a similar journey to performance excellence.

How are Award recipients selected?

All applicant organizations will undergo the following PQA assessment processes:

- **Eligibility Determination**

  Organizations that intend to vie for the award are required to submit an accomplished Eligibility Information Form that can be downloaded from the PQA website ***https://pqa.dti.gov.ph*** and submit to the PQA Administrator. The submitted form will be reviewed by the administrator to identify eligibility of the organizations to apply for the award based on the set guidelines and policies.

- **Stage 1, Independent Review**

  The assessment process begins with the Independent Review, in which each member of the Team of Assessors is assigned to each of the applications and conducts a desk review of the submitted application report.

- **Stage 2, Initial Consensus Review**

  The team of Assessors conducts a series of meetings to reach consensus on comments that capture the team's collective view of the applicant's strengths and opportunities for improvement. In the process, the team decides the score for each Item and identifies the issues to clarify and verify if the applicant is selected for a site visit.

- **Stage 3, Site Visit Review**

  Applicants are selected to receive a site visit during the PQA Pre-Site Visit Review by the Board of Judges. Site visits are conducted for selected applicants to clarify uncertain points in the application and to verify that the information provided in the application is accurate.

- **Stage 4, Final Judges Review**

  The Final Consensus Scorebook of organizations receiving a Site Visit is forwarded to the Board of Judges who makes final recommendations on which organizations will be recognized in any of the four PQA Levels of Recognition. The results of the judging process will be endorsed by the Award Manager to the Office of the President of the Philippines for final approval and concurrence.

What does an organization receive if it is an Award recipient?

The PQA is given annually to qualified organizations in the private and public sectors which have demonstrated any of the following levels of performance:

Philippine Quality Award for Performance Excellence
- High level of excellence
- National and global role model

Recognition for Mastery in Quality Management
- Demonstrated superior results
- Role model in the Philippines

Recognition for Proficiency in Quality Management
- Achieved significant progress in building sound process

Recognition for Commitment to Quality Management
- Just beginning quality journey
- Planted seeds of quality and productivity

Award recipients shall receive a trophy bearing the Seal of the President of the Philippines and the PQA Logo which is designed and executed by Abdulmari de Leon Imao, Jr.

The conferment of the award or recognition shall be made by no less than the President of the Philippines in appropriate ceremonies usually held at the Malacañan Palace.

What is expected from award recipients?

Award recipients are required to share information on their successful performance and quality strategies with other organizations in the Philippines. However, they are not expected to share proprietary information, even if such information was part of their Award application. They are also required to provide information on best practices for inclusion in the PQA Compendium of Best Practices. An annual conference is held to showcase PQA recipients best practices and serve as a venue for sharing information aside from hosting observational tours by the recipient organization and printing of abstracts, application summaries and other materials by said recipients.

Award recipients may publicize and advertise receipt of Award. They are allowed to use the PQA Logo on the organization's stationery, in advertisements and materials used for advertising and promotion, provided that these follow certain guidelines among which are:

1. The PQA Logo shall be used only by the organization and shall always be used together with the Award or Recognition Level, the year the application is submitted and the name of the organization.
2. The PQA Logo shall not be directly applied to the organization's products, programs or services, and its packaging, in such a way as to imply that the product, program or service itself is certified by the Award Manager.

How does an organization apply?

An applicant organization needs to submit an application package that consists of two parts as scheduled:

1. the accomplished Eligibility Information Form (EIF) to identify organization's compliance with eligibility requirements; and

2. the Application Report consisting of the Organizational Profile and responses to the requirements of each criterion with the accomplished Application Form and previously submitted EIF which adhered to the prescribed format.

Where to apply?

Applicant organizations may download the Eligibility Information Form and Application Form at the PQA website at **https://pqa.dti.gov.ph** and submit the application package to:

Award Administrator for Private Sector

Philippine Society for Quality, Inc. (PSQ)

Suite 3-2, Sunshine Condominium
9633 Kamagong St., Makati City
Tel. No.: (02) 79573420
Mobile No. 09173207774
E-mail: psqualityinc@gmail.com
URL: https://www.psq.org.ph

Award Administrator for Public Sector

Development Academy of the Philippines (DAP)

Productivity and Development Center
5th Floor, DAP Bldg., San Miguel Avenue
Ortigas Center, Pasig City
Tel. No.: (02) 8631 -2156
Contact: Ms. Melani Mercader
Mobile No.: 09178612236
Email: mercaderm@dap.edu.ph
URL: https://www.dap.edu.ph

Aside from the Award Administrators, interested applicant organizations may also contact for inquiries and clarification the:

Award Implementing Agency

Department of Trade and Industry (DTI) Competitiveness Bureau

National Quality and Competitiveness Division (NQCD)
2nd Floor, HPGV Building
395 Sen. Gil Puyat Avenue, Makati City
Tel. No.: 8890.5128
Email: pqa@dti.gov.ph |
cb@dti.gov.ph | nqcd@dti.gov.ph
URL: https://www.pqa.dti.gov.ph

Education Criteria for Performance Excellence Overview and Structure

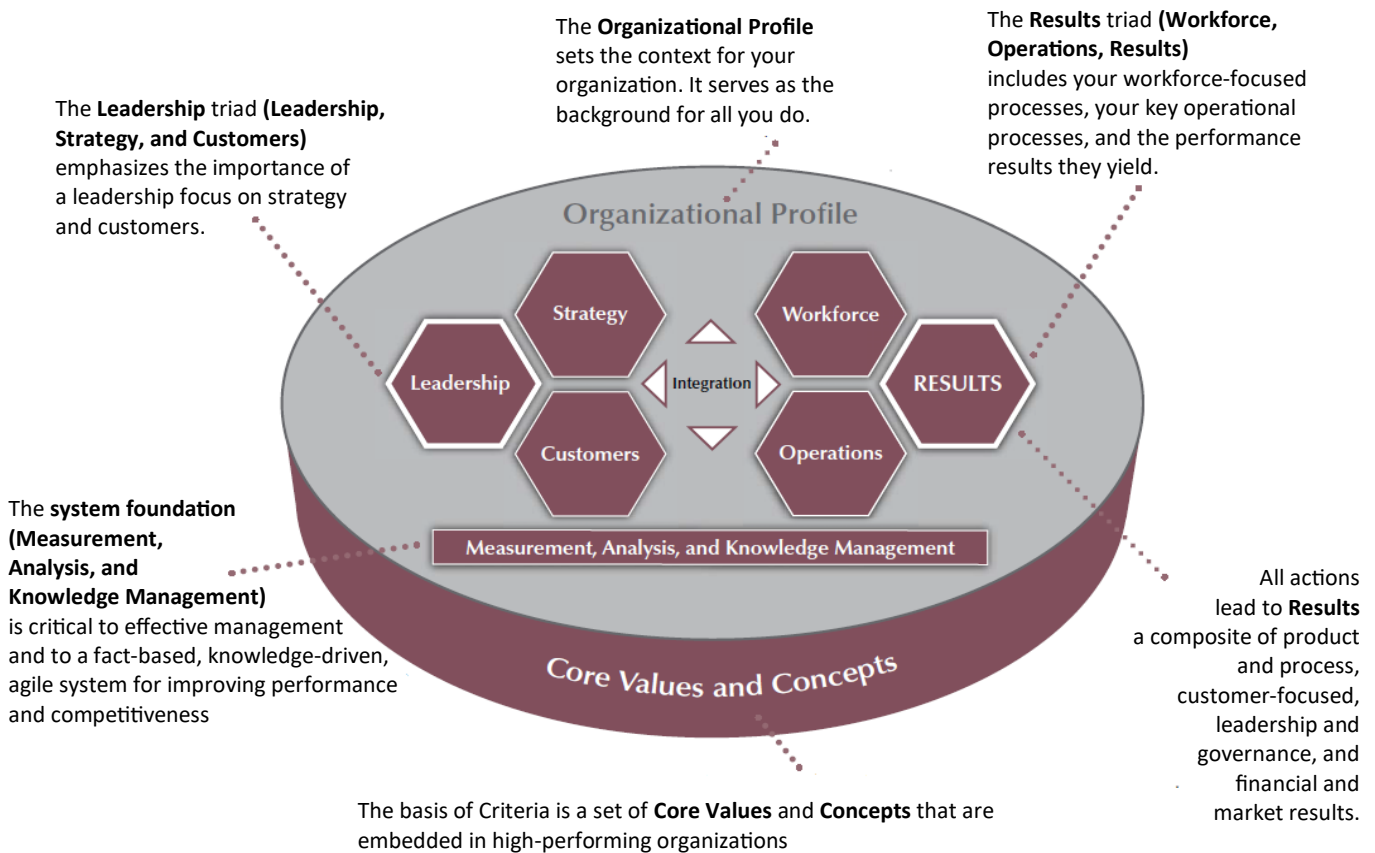## Education Criteria for Performance Excellence Overview: A Systems Perspective

The **performance system** consists of the six categories in the center of the figure. These categories define your processes and the results you achieve.

Performance excellence requires strong **Leadership** and is demonstrated through outstanding **Results**. Those categories are highlighted in the figure.

The word "**integration**" at the center of the figure shows that all the elements of the system are interrelated.

The **center horizontal arrowheads** show the critical linkage between the leadership triad (categories 1, 2, and 3) and the results triad (categories 5, 6, and 7) and the central relationship between the Leadership and Results categories.

The **center vertical arrowheads point** to and from the system foundation, which provides information on and feedback to key processes and the organizational environment.

The **Organizational Profile** sets the context for your organization. It serves as the background for all you do.

The **Results** triad **(Workforce, Operations, Results)** includes your workforce-focused processes, your key operational processes, and the performance results they yield.

The **Leadership** triad **(Leadership, Strategy, and Customers)** emphasizes the importance of a leadership focus on strategy and customers.

The **system foundation (Measurement, Analysis, and Knowledge Management)** is critical to effective management and to a fact-based, knowledge-driven, agile system for improving performance and competitiveness

All actions lead to **Results** a composite of product and process, customer-focused, leadership and governance, and financial and market results.

The basis of Criteria is a set of **Core Values** and **Concepts** that are embedded in high-performing organizations

Education Criteria for Performance Excellence Structure

The seven PQA Criteria for Performance Excellence categories are subdivided into items and areas to address.

Items

There are 17 Criteria items (plus 2 in the Organizational Profile), each with a particular focus. These items are divided into three groups according to the kinds of information they ask for:

- The Organizational Profile asks you to define your organizational environment.
- Process items (categories 1–6) ask you to define your organization's processes.
- Results items (category 7) ask you to report results for your organization's processes.

See page 9 for a list of item titles and point values.

Item Notes

Item notes (1) clarify terms or requirements, (2) give instructions and examples for responding, and (3) indicate key linkages to other items.

Areas to Address

Each item includes one or more areas to address (labeled *a, b, c,* and so on).

Requirements

Item requirements are expressed as questions or statements on three levels:

- *Basic requirements* are expressed in the title question.
- *Overall requirements* are expressed in the questions in boldface in the shaded box. These leading questions are the starting point for responding to the requirements.
- *Multiple requirements* are the individual questions under each area to address, including the question in boldface. That first question expresses the most important one in that group.

Key Terms

Terms in UPPERCASE are defined in the Glossary of Key Terms (Page 61-71)

Item Number

Item title and basic requirements

Area to address

Headings Summarizing multiple requirements

Overall requirements

Item point value

Key term in UPPERCASE

Type of information to provide in response to this item

Multiple requirements

Item Notes

7.5 Financial, Market, and Strategy Results: What are your results for financial viability and strategy implementation? (90 pts.)

Provide data and information to answer the following questions:

a. Financial and Market RESULTS
(1) Financial PERFORMANCE
What are your financial PERFORMANCE RESULTS? What are your RESULTS for KEY MEASURES or INDICATORS of financial PERFORMANCE, including aggregate MEASURES of financial return, financial viability, and budgetary PERFORMANCE, as appropriate? How do these RESULTS differ by market SEGMENTS, students and other CUSTOMER groups, as appropriate?

(2) Market PERFORMANCE
What are your market PERFORMANCE RESULTS? What are your RESULTS for KEY MEASURES or INDICATORS of market PERFORMANCE, including market share or position, market and market share growth, and new markets entered, as appropriate? How do these RESULTS differ by market SEGMENTS and student and other CUSTOMER groups, as appropriate?

b. Strategy Implementation
RESULTS What are your RESULTS for achievement of your organizational strategy and ACTION PLANS? What are your RESULTS for KEY MEASURES or INDICATORS of achievement of your organizational strategy and ACTION PLANS? What are your RESULTS for taking INTELLIGENT RISKS?

RESULTS

Notes

7.5a. Results should relate to the financial measures you report in 4.1a(1) and the financial management approaches you report in item 2.2, and should include those mandated by accreditors and regulators.

7.5a(1). Measures might include those for liquidity, days cash on hand, asset utilization, cash flow, and solvency; revenue projections; overall expenditures; instructional and general administrative expenditures per student or as a percentage of the total budget; endowments; tuition and fee levels; cost per academic credit; lowering of costs to students or return of funds as a result of increased efficiency; grants and awards; cost performance to budget; cost avoidance or savings; program expenditures as a percentage of budget; annual budget increases or decreases; resources redirected from other areas to direct instruction of students; scholarship growth; and financial results mandated by accreditors.

Results should relate to the financial measures you report in 4.1a(1) and the financial management approaches you report in item 2.2.

7.5a(2) Market performance might include results of service campus expansion or growth; new sectoral segments covered, or the percentage of revenues derived from new educational program offerings services, loans (to be clarified by Ms. Shine) charitable donations, and grants received.

7.5b Measures or indicators of strategy and action plan achievement should relate to the strategic objectives and goals you report in 2.1b(1), the elements of risk you report in 2.1a(3), and the action plan performance measures and projected performance you report in 2.2a(5) and 2.2a(6), respectively.

Education Criteria for Performance Excellence Overview and Structure

Key Characteristics of the Criteria

1. **The Criteria focus on results.**

   The Criteria focus on the key areas of organizational performance given below.

   Organizational performance areas:

   a. product and process results
   b. customer results
   c. workforce results
   d. leadership and governance results
   e. financial, market and strategy results

   The use of this composite of measures is intended to ensure that strategies are balanced--that they do not inappropriately trade-off among important stakeholders, objectives, or short- and longer-term goals.

2. **The Criteria are non-prescriptive and adaptable.**

   The Criteria are made up of results-oriented requirements. However, the Criteria *do not* prescribe the following:

   - how your organization should be structured
   - that your organization should or should not have departments for planning, ethics, quality, or other functions
   - that different units in your organization should be managed in the same way.

   These factors differ among organizations, and they are likely to change as needs and strategies evolve. The Criteria are non-prescriptive for the following reasons:

   a. The focus is on results, not on procedures, tools or organizational structure. Organizations are encouraged to develop and demonstrate creative, adaptive, and flexible approaches for meeting requirements. Non-prescriptive requirements are intended to foster incremental and major ("breakthrough") improvements through innovation.

   b. The selection of tools, techniques, systems and organizational structure usually depends on factors such as the organization type and size, organizational relationships, your organization's stage of development, and the capabilities and responsibilities of your workforce.

   c. A focus on common requirements, rather than on common procedures, fosters understanding, communication, sharing, alignment, and integration while supporting innovation and diversity in approaches.

3. **The Criteria support a systems perspective in maintaining organization-wide goal alignment.**

   The systems perspective to goal alignment is embedded in the integrated structure of the Core Values and Concepts; the Organizational Profile; the Criteria; the scoring guidelines; and the results-oriented, cause-effect, cross-process linkages among the Criteria Items.

   Alignment in the Criteria is built around connecting and reinforcing measures derived from your organization's processes and strategy. These measures tie directly to customer and stakeholder value and to overall performance. The use of measures thus channels different activities in consistent directions with less need for detailed procedures, centralized decision making, or overly complex process management. Measures thereby serve both as a communications tool and a basis for deploying consistent overall performance requirements. Such alignment ensures consistency of purpose while also supporting agility, innovation, and decentralized decision making. A systems perspective to goal alignment, particularly as strategy and goals change over time, requires dynamic linkages among Criteria Items. In the Criteria, action-oriented cycles of improvement take place via feedback between processes and results.

The improvement cycles have four, clearly defined stages:

1. Planning, including design of processes, selection of measures, and deployment of requirements (**approach**)

2. Executing plans (**deployment**)

3. Assessing progress and capturing new knowledge, including seeking opportunities for innovation (**learning**)

4. Revising plans based on assessment findings, harmonizing processes and work unit operations, and selecting better measures (**integration**)

4.   The Criteria support goal-based diagnosis.

The Criteria and the Scoring Guidelines make up a two-part diagnostic (assessment) system. The Criteria are a set of 17 performance-oriented requirements. The Scoring Guidelines spell out the assessment dimensions—Process and Results—and the key factors used to assess each dimension. An assessment thus provides a profile of strengths and opportunities for improvement relative to the 17 performance-oriented requirements and relative to process and performance maturity as determined by the Scoring Guidelines. In this way, assessment leads to actions that contribute to performance improvement in all areas. This diagnostic assessment is a useful management tool that goes beyond most performance reviews and is applicable to a wide range of strategies, management systems, and types of organizations.

Education Criteria for Performance Excellence
Items and Point Values

P Organizational Profile

P.1	Organizational Description	
P.2	Organizational Situation	

Categories and Items

Point Values

1 Leadership

120

1.1	Senior Leadership	70
1.2	Governance and Societal Contributions	50

2 Strategy

85

2.1	Strategy Development	45
2.2	Strategy Implementation	40

3 Customers

85

3.1	Customer Expectations	40
3.2	Customer Engagement	45

4 Measurement, Analysis and Knowledge Management

90

4.1	Measurement, Analysis, and Improvement of Organizational Performance	45
4.2	Information and Knowledge Management	45

5 Workforce

85

5.1	Workforce Environment	40
5.2	Workforce Engagement	45

6 Operations

85

6.1	Work Processes	45
6.2	Operational Effectiveness	40

7 Results

450

7.1	Product and Process Results	120
7.2	Customer Results	80
7.3	Workforce Results	80
7.4	Leadership and Governance Results	80
7.5	Financial, Market and Strategy Results	90
TOTAL POINTS		**1,000**

Note: The scoring system used with the Criteria Items in a PQA assessment can be found on pages 55-60

Education Criteria for Performance Excellence

Begin with the Organizational Profile

The Organizational Profile is the most appropriate starting point for self-assessment and for writing an application. It is critically important for the following reasons:

- *It helps you identify gaps in key information and focus on key performance requirements and results.*
- *You can use it as an initial self-assessment. If you identify topics for which conflicting, little, or no information is available, use these topics for action planning.*
- *It sets the context for and allows you to address unique aspects of your organization in your responses to the Education Criteria requirements in categories 1–7.*

P Organizational Profile

The **Organizational Profile** is a snapshot of your organization and its strategic environment.

P.1   Organizational Description: **What are your key organizational characteristics?**

In your response, answer the following questions:

a.   Organizational Environment

(1) EDUCATIONAL PROGRAM and SERVICE OFFERINGS
What are your main EDUCATIONAL PROGRAM AND SERVICE offerings? What is the relative importance of each to your success? What modalities do you use to deliver your EDUCATIONAL PROGRAMS AND SERVICES?

(2) VISION, MISSION, VALUES and Culture
What are your VISION, MISSION, and VALUES? Other than VALUES, what are the characteristics of your organizational culture? What are your organization's CORE COMPETENCIES, and what is their relationship to your MISSION?

(3) WORKFORCE Profile
What is your WORKFORCE profile? What recent changes have you experienced in WORKFORCE composition or in your needs with regard to your WORKFORCE? What are

- your WORKFORCE or employee groups and SEGMENTS;
- the educational requirements for different employee groups and SEGMENTS;
- the KEY drivers that engage them;
- your organized bargaining units (union representation), if any; and
- our special health and safety requirements, if any?

(4) Assets
What are your major facilities, equipment, technologies, and intellectual property?

(5) Regulatory Requirements
What are your KEY applicable occupational health and safety regulations; accreditation, certification or registration requirements; education sector standards; and environmental, financial, and EDUCATIONAL PROGRAM AND SERVICE regulations?

(Continue on the next page)

b. Organizational Relationships

(1) Organizational Structure

What are your organizational leadership and GOVERNANCE structure? What structures and mechanisms make up your organization's LEADERSHIP SYSTEM? What are the reporting relationships among your GOVERNANCE board, SENIOR LEADERS, and parent organization, as appropriate?

(2) Students, Other CUSTOMERS and STAKEHOLDERS

What are your KEY market, student and other CUSTOMER, and STAKEHOLDER SEGMENTS as appropriate? What are their KEY requirements and expectations for your EDUCATIONAL PROGRAMS AND SERVICES, student and other CUSTOMER support services, and operations, including any differences among the SEGMENTS?

(3) Suppliers and PARTNERS and COLLABORATORS

What are your KEY types of suppliers, PARTNERS, and COLLABORATORS? What role do they play in producing and delivering your KEY EDUCATIONAL PROGRAMS AND SERVICES and your student and other CUSTOMER support services, and in enhancing your competitiveness? What role do they play in contributing and implementing INNOVATIONS in your organization? What are your KEY supply-network requirements?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

Notes

P. Your responses to the Educational Institution Profile questions are very important. They set the context for understanding your institution and how it operates. Your responses to all other questions in the PQA Education Criteria should relate to the institutional context you describe in this profile. Your responses to the Educational Institutional Profile questions thus allow you to tailor your responses to all other questions to your educational institution's uniqueness.

P.1a(1). Educational program and service offerings are the activities offered to children, youth and adult primarily to contribute to the human capital development of the country. These activities are designed to engage students in learning leading to their acquisition of necessary qualification types, levels, and degrees of competency that would make them succeed in life.

Learning delivery modalities can be through flexible learning systems. Flexible learning system is a pedagogical approach allowing flexibility of time, place, and audience including but not solely focused on the use of technology. Although it commonly uses the delivery methods of distance education and facilities of education technology, this may vary depending on the levels of technology, availability of devices, internet connectivity, level of digital literacy, and approaches (CHED Memo Order No. 4, s. 2020). Educational programs and services may include basic education, technical and vocational, degree and non-degree programs, graduate programs, and other services duly recognized by the Department of Education (DepEd), Technical Education and Skills Development Authority (TESDA), and Commission on Higher Education (CHED).

P.1a(2). If your organization has a stated purpose as well as a mission, you should include it in your response. Some organizations define a mission and a purpose, and some use the terms interchangeably. Purpose refers to the fundamental reason that the organization exists. Its role is to inspire the organization and guide its setting of values.

P.1a(2). Your values are part of your organization's culture. Other characteristics of your culture may include shared beliefs and norms that contribute to the uniqueness of the environment within your organization.

P.1a(2). Core competencies are collectively an example of concepts woven throughout the Education Criteria to ensure a systems approach to institutional performance management. Other such concepts include innovation, use of data and information to review performance and create knowledge, and change readiness and management.

P.1a(3). Workforce or faculty/staff segments (including organized bargaining units) may be based on type of employment or contract-reporting relationship, location, work environment, use of other factors. This also includes teaching and non-teaching, faculty/ trainer, or other support staff.

P.1a(3). Educational institutions that also rely on volunteers and interns, such as student assistants or working scholars to accomplish their work, should include these groups as part of their workforce.

P.1a(4). Assets may include capital assets, information system, and intellectual property.

P.1a(5). Education standards may include local, state, or international statutory requirements and sector-wide codes of conduct and policy guidance, including compliance with research ethics. Depending on the regions in which you operate, environmental regulations may cover greenhouse gas emissions, carbon regulations and trading, and energy efficiency.

P.1a(5). For basic education, it is compliance to all mandatory requirements of DepEd.

For TVET, it is called registration not accreditation. Registration of all TVET programs with TESDA is mandatory in conformance with prescribed standards. Institutions (assessment centers) providing competency assessment services for national certification shall also be subject to accreditation by TESDA. Accreditation is second stage where registered programs are evaluated based on standards above minimum requirements for registration.

For higher education, it is compliance to all mandatory requirements of CHED. Accreditation of basic and higher education is not a regulatory requirement because this is conducted by non-government agencies.

Accreditation is self-regulation, which focuses on evaluation and the continuing improvement of educational quality; a process by which institutions or programs continuously upgrade their educational quality and services through self- evaluation and the judgment of peers; a status granted to an educational institution or program, which meets commonly accepted standards of quality or excellence. Furthermore, education industry standards may include industry wide codes of conduct/ethics and policy guidance. Depending on the regions in which you operate, environmental regulations may cover waste management, basic occupation, safety regulations, and energy efficiency.

P.1a(5) Regulatory environment includes adherence to the requirements of all applicable data privacy laws.

P.1b(1). The governance or oversight structure for educational institutions may comprise a board, oversight body. Governance and reporting relationships may include relationships with major funding sources, such as granting agencies, legislatures, or foundation. Refer to Glossary of Terms for the definition of Governance.

P.1b(1). The Organizational Profile asks for the "what" of your leadership system (its structures and mechanisms). Questions in categories 1 and 5 ask how the system is used.

P.1(b1). Parent Educational Institutions refers to main campuses of educational institutions operating as a system.

P.1b(2). Customers include the users and potential users of your educational programs and services. Other customers may include parents, guardians, alumni, and those who directly benefit from the product and services of the educational institution. They are the direct users of your programs and services as well as others who use or pay for your programs and services such as government agencies, local government units, and industry partners.

P.1b(2) Students and other customer segments may be based on common expectations, behaviors, preferences, or profiles. Within a segment there may be customer segments based on differences, commonalities, or both. You may subdivide your market into market segments based on educational programs, services, or features; distribution channels; geography; funding by public/private; or other factors that you use to define a market segment.

P.1b(2). The requirements of your student and other customer segments and market segments include flexible learning system and other student services. The requirements of your stakeholder segments may include socially responsible behavior and community service.

P.1b(2). Student, other customer, stakeholder, and operational requirements and expectations will drive your organization's sensitivity to the risk of program, service, support, and supply-network interruptions, including those due to natural disasters and other emergencies.

Student services may include special arrangement/delivery mode, customized curricula, safety, security, reduced class size, multilingual services, customized degree requirements, student advising, dropout recovery programs, administrative cost reductions, electronic communication, distance learning, scholarships, and job placement.

P.1b(2), P.1b(3). Student, parents, other customer, stakeholder, and operational requirements and expectations will drive your educational institution's sensitivity to the risk of program, service, support, and supply-network interruptions, including those due to natural disasters and other emergencies.

P.1b(3). Suppliers and partners should include key feeder schools that prepare students for your institution.

P.1b(3). Your supply network consists of the entities involved in producing your programs and services and delivering them to your students. For some organizations, these entities form a chain, in which one entity directly supplies another. Increasingly, however, these entities form a network.

P.2   Organizational Environment: What is your organization's strategic environment?

In your response, include answers to the following questions:

a.   Competitive Environment

(1)   Competitive Position
What are your relative size and growth in your education sector or the markets you serve? How many and what types of competitors do you have?

(2)   Competitiveness Changes
What KEY changes, if any, are affecting your competitive environment, including changes that create opportunities for INNOVATION and collaboration, as appropriate?

(3)   Comparative Data
What KEY sources of comparative and competitive data are available from within the education sector? What KEY sources of comparative data are available from outside the education sector? What limitations, if any, affect your ability to obtain or use these data?

b.   Strategic Context
What are your KEY STRATEGIC ADVANTAGES and CHALLENGES?

c.   Performance Improvement System
What is your PERFORMANCE improvement system, including your PROCESSES for evaluation and improvement of KEY organizational projects and PROCESSES?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

Notes

P.2a. Education organizations are frequently in highly competitive environments. Aside from direct competition for students, they must often compete to secure financial, volunteer, and human resources. This competition may involve other education organizations, as in competition for grant funding or suppliers, or the opportunity to provide supplemental services. For public education organizations, competition may involve other public agencies or departments, as in the competition for scarce budget resources.

P.2a(2). Key changes may include laws/rules and regulations on educational system, technology, labor market and economic trends.

P.2b. Strategic advantages and challenges may be in the areas of educational programs and services, operations, societal contributions, and workforce. They may relate to emerging technology; digital integration; data and information security and cybersecurity; emerging competitors; educational programs and services; finances; operations; educational institution structure and culture; your parent association's capabilities; your students, other customers, and markets; your education sector; image or brand recognition and reputation; internationalization; climate change; your value chain; and other stakeholders. Strategic advantages may include differentiators such as quality assurance mechanisms, alignment with industry requirements, instructional design and delivery services, reputation, innovation rate, geographic proximity, and accessibility.

P.2c. The PQA Scoring System (pages 55-60) uses performance improvement through learning and integration as a factor in assessing the maturity of organizational approaches and their deployment. This question is intended to set an overall context for your approach to performance improvement. The approach you use should be related to your organization's needs. Approaches that are compatible with the overarching systems approach provided by the PQA framework may include implementing Plan-Do-Study/Check-Act (PDSA/PDCA) methodology; completing accreditation self-studies; applying national and international standards to improve teaching and learning performances; and performing independent institutional, departmental, or program assessments. It also may include using or employing improvement tools such as Lean Enterprise System, Six Sigma methodology, Institutional Sustainability Assessment, standards from ISO or decision science.

1 Leadership (120 pts.)

The **Leadership** category asks HOW SENIOR LEADERS' personal actions guide and sustain your organization. It also asks about your organization's GOVERNANCE system; HOW your organization fulfills its legal and ethical responsibilities; and HOW it makes societal contributions.

1.1 Senior Leadership: How do your senior leaders lead the organization? (70 pts.)

In your response, include answers to the following questions:

a. VISION, MISSION and VALUES
(1) Establishing VISION, MISSION, and VALUES
HOW do SENIOR LEADERS set and DEPLOY your organization's VISION, MISSION and VALUES? HOW do SENIOR LEADERS DEPLOY the VISION, MISSION, and VALUES through your LEADERSHIP SYSTEM; to the WORKFORCE; to KEY suppliers and PARTNERS; and to students, other CUSTOMERS, and other STAKEHOLDERS, as appropriate? HOW do SENIOR LEADERS' personal actions reflect a commitment to those VALUES?

(2) Promoting legal and ETHICAL BEHAVIOR
HOW do SENIOR LEADERS' personal actions demonstrate their commitment to legal and ETHICAL BEHAVIOR? HOW do SENIOR LEADERS promote an organizational environment that requires it?

b. Communication
HOW do SENIOR LEADERS communicate with and engage the entire WORKFORCE, KEY PARTNERS, STUDENTS, and other KEY CUSTOMERS? HOW do they

- encourage frank, two-way communication;
- communicate KEY decisions and needs for organizational change; and
- take a direct role in motivating the WORKFORCE toward HIGH PERFORMANCE and a focus on students, other CUSTOMERS, and student LEARNING?

c. MISSION and Organizational PERFORMANCE
(1) Creating an Environment for Success
HOW do SENIOR LEADERS create an environment for success now and in the future? HOW do they

- create an environment for the achievement of your MISSION;
- create and reinforce your organizational culture, and a culture that fosters student, other CUSTOMER, and WORKFORCE ENGAGEMENT, equity, and inclusion;
- cultivate organizational agility and RESILIENCE, accountability, organizational and individual LEARNING, INNOVATION, and INTELLIGENT RISK taking; and
- participate in succession planning and the development of future organizational leaders?

(2) Creating a focus on action
HOW do SENIOR LEADERS create a focus on action that will achieve the organization's MISSION? HOW do SENIOR LEADERS

- create a focus on action that will improve the organization's PERFORMANCE;
- identify needed actions;
- in setting expectations for organizational PERFORMANCE, include a focus on creating and balancing VALUE for students, other CUSTOMERS, and other STAKEHOLDERS; and
- demonstrate personal accountability for the organization's actions?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

Notes

1.1. Your educational institution's performance results should be reported in items 7.1-7.5. Results related to the effectiveness of leadership and the leadership system should be reported in item 7.4.

1.1a(1). Your organization's vision should set the context for the strategic objectives and action plans you describe in items 2.1 and 2.2.

1.1b. Two-way communication may include use of social media, such as delivering periodic messages through internal and external websites; tweets; blogging; and student, other customer, and workforce digital forums, as well as monitoring external social media outlets and responding, when appropriate.

1.1b. Senior leaders' direct role in motivating the workforce may include participating in reward and recognition programs.

1.1b. Organizations that rely heavily on volunteers to accomplish their work should also discuss efforts to communicate with and engage the volunteer workforce.

1.1c(1). A successful organization is capable of addressing current organizational needs and, by addressing risk, agility, resilience, and strategic opportunities, of preparing for its future organizational, market, and operating environment. In creating an environment for success, leaders should consider both external and internal factors. Factors may include risk appetite and tolerance; the need for technological and organizational innovation, including risks and opportunities arising from emerging technology, data integration, and digitization; readiness for disruptions; organizational culture; work systems; the potential need for changes in structure and culture; workforce capability and capacity; resource availability; societal benefit and social equity; and core competencies.

1.1c(1). Promoting equity means ensuring that all students, other customers, other stakeholders, and workforce members are treated fairly and that all students and workforce members can reach their full potential. Inclusion refers to promoting the full participation of all students, workforce members, and other stakeholders and ensuring a sense of belonging for them.

Culture refers to An organization's culture refers to the shared values, attitudes, standards, and beliefs that characterize members of an organization and define its nature. Culture is rooted in an organization's goals, strategies, structure, and approaches to employees, customers, investors, and the greater community.

1.1c(2). Senior leaders' focus on action considers your strategy, workforce, work systems, and assets. It includes taking intelligent risks, implementing innovations and ongoing improvements in performance and productivity, taking the actions needed to achieve your strategic objectives (see 2.2a[1]), and possibly establishing plans for managing organizational change or responding rapidly to significant new information.

1.2 Governance and Societal Contributions: How do you govern your organization and make societal contribution? (50 pts.)

In your response, include answers to the following questions:

a. Organizational GOVERNANCE
  (1) GOVERNANCE System

  HOW does your organization ensure responsible GOVERNANCE? HOW does your GOVERNANCE system review and achieve the following?

  - Accountability for SENIOR LEADERS' actions
  - Accountability for strategy
  - Fiscal accountability
  - Transparency in operations
  - Selection of GOVERNANCE board members and disclosure policies for them, as appropriate
  - Independence and EFFECTIVENESS of internal and external audits
  - Protection of STAKEHOLDER and stockholder interests, as appropriate
  - Succession planning for SENIOR LEADERS

(Continue on the next page)

(2) PERFORMANCE Evaluation
HOW do you evaluate the PERFORMANCE of your SENIOR LEADERS and when applicable, your GOVERNANCE board? HOW do you use PERFORMANCE evaluations in determining executive compensation? HOW do your SENIOR LEADERS and GOVERNANCE board use these PERFORMANCE evaluations to advance their development and improve the effectiveness of leaders, the board, and the LEADERSHIP SYSTEM, as appropriate?

b. Legal and ETHICAL BEHAVIOR
(1) Legal, Regulatory, and Accreditation Compliance
HOW do you address current and anticipate future legal, regulatory, and community concerns with your EDUCATIONAL PROGRAMS AND SERVICES, and your operations? HOW do you

- address any adverse societal impacts of your EDUCATIONAL PROGRAMS AND SERVICES, and your operations;
- anticipate public concerns with your future programs, services, and operations; and
- prepare for these impacts and concerns proactively?

What are your KEY compliance PROCESSES, MEASURES, and GOALS for meeting and surpassing regulatory, legal, and accreditation requirements, as appropriate? What are your KEY PROCESSES, MEASURES, and GOALS for addressing risks associated with your EDUCATIONAL PROGRAMS AND SERVICES and your operations?

(2) ETHICAL BEHAVIOR
HOW do you promote and ensure ETHICAL BEHAVIOR in all interactions? What are your KEY PROCESSES and MEASURES or INDICATORS for promoting and ensuring ETHICAL BEHAVIOR in your GOVERNANCE structure; throughout your organization; and in interactions with your WORKFORCE, students, other CUSTOMERS, PARTNERS, suppliers, and other STAKEHOLDERS? HOW do you monitor and respond to breaches of ETHICAL BEHAVIOR?

c. Societal Contributions
(1) Societal Well-Being
HOW do you incorporate societal well-being and benefit into your strategy and daily operations? HOW do you contribute to the well-being of your environmental, social, and economic systems?

2) Community Support
HOW do you actively support and strengthen your KEY communities? What are your KEY communities? HOW do you identify them and determine areas for organizational involvement? HOW do your SENIOR LEADERS, in concert with your WORKFORCE, contribute to improving these communities?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

Notes

1.2. Societal contributions in areas critical to your ongoing success should also be addressed in Strategy Development (item 2.1) and Operations (category 6). Key societal results should be reported in item 7.4. See notes of 7.4a(5).

1.2a(1). In protecting stakeholder interests, the governance system should consider and approve appropriate levels of risk for the organization, recognizing the need to accept risk as part of running a successful organization.

1.2a(1) The governance board's review of organizational performance and progress, if appropriate, is addressed in 4.1(b).

1.2a(1). Transparency in the operations of your governance system should include your internal controls on governance process. For some private organizations, the school governance council or an external advisory board may provide some or all governance board functions. For organizations that serve as stewards of public funds, areas of emphasis are stewardship of those funds and transparency in operations.

1.2a(2). The evaluation of leaders' performance may be supported by peer reviews, formal performance management reviews, and formal or informal feedback from the workforce, customers, and other stakeholders. For some private organizations, external advisory boards may evaluate the performance of senior leaders and the governance board.

1.2b(1). Proactively preparing for adverse societal impacts and concerns may include conserving natural resources, reducing carbon emissions, and using effective supply- network management processes, as appropriate. Nonprofit organizations should report, as appropriate, how they meet and surpass regulatory and legal requirements and standards for fundraising and lobbying.

1.2b(2). Measures or indicators of ethical behavior may include instances of ethical conduct or compliance breaches and responses to them, survey results showing workforce perceptions of organizational ethics, (e.g. sexual harassment), ethics hotline use, and results of ethics reviews and audits. Other measures or indicators may include the integrity of student testing, equal access to resources, and implementation of institutional review board principles in research involving human and animal subjects.

Measures or indicators of ethical behavior may also include evidence that policies, workforce training, and monitoring systems are in place for conflicts of interest; protection and use of sensitive data, information, and knowledge generated through synthesizing and correlating these data; and proper use of funds. It may also include fair and equal treatment of students, parents, faculty, and staff regardless of sex, gender, religion, socio- economic profile, regional roots/ethnicity, among others.

1.2c. Some organizations may contribute to society and support their key communities totally through the mission- related activities described in response to other Criteria questions. In such cases, it is appropriate to respond here with any "extra efforts" through which you support these communities. Areas of societal contributions may include your efforts to improve the environment (e.g., collaboration to conserve the environment or natural resources), strengthen local community services and education (e.g., livelihood programs), and improve the practices of professional associations.

1.2c(1). Areas of societal well-being and benefit to report are those that go beyond the compliance processes you describe in 1.2b(1). They may include organizational or collaborative efforts to improve the environment; strengthen local community services, education, health, and emergency preparedness; address social inequities; and improve the practices of professional associations. Societal well-being also refers to Community Extension and Social Orientation and Community Involvement.

1.2c(2). Areas for organizational involvement in supporting your key communities may include areas that leverage your core competencies.

2 | Strategy (85 pts.)

The **Strategy** category asks HOW your organization develops STRATEGIC OBJECTIVES and ACTION PLANS, implements them, changes them if circumstances require, and measures progress.

2.1 Strategy Development: How do you develop your strategy? (45 pts.)

In your response, include answers to the following questions:

a. **Strategy Development PROCESS**

   (1) **Strategic Planning PROCESS**

      HOW do you conduct your strategic planning? What are the KEY PROCESS steps? Who are the KEY participants? What are your short- and longer-term planning horizons? HOW does your strategic planning PROCESS address the potential need for change, prioritization of change initiatives, organizational agility, and resiliency and sustainability?

   (2) **INNOVATION**

      HOW does your strategy development PROCESS stimulate and incorporate INNOVATION? HOW do you identify STRATEGIC OPPORTUNITIES ? HOW do you decide which STRATEGIC OPPORTUNITIES are INTELLIGENT RISKS to pursue? What are your KEY STRATEGIC OPPORTUNITIES?

   (3) **Strategy Considerations**

      HOW do you collect and analyze relevant data and develop information for use in your strategic planning PROCESS? In this collection and ANALYSIS, HOW do you include these KEY elements of risk?

      • Your STRATEGIC CHALLENGES and STRATEGIC ADVANTAGES
      • Potential changes and disruptions in your regulatory and external environment
      • Technological changes and INNOVATIONS affecting your programs, services, and operations
      • Potential blind spots in your strategic planning PROCESS and information
      • Your ability to execute the strategic plan

   (4) **WORK SYSTEMS and CORE COMPETENCIES**

      HOW do you decide which KEY PROCESSES will be accomplished by your WORKFORCE and which by external suppliers, PARTNERS, and COLLABORATORS? HOW do those decisions consider your STRATEGIC OBJECTIVES; your CORE COMPETENCIES; and the CORE COMPETENCIES of potential suppliers, PARTNERS, and COLLABORATORS? HOW do you determine what future organizational CORE COMPETENCIES and WORK SYSTEMS you will need?

b. **STRATEGIC OBJECTIVES**

   (1) **KEY STRATEGIC OBJECTIVES**

      What are your organization's KEY STRATEGIC OBJECTIVES and their most important related GOALS? What is your timetable for achieving them? What KEY changes, if any, are planned in your EDUCATIONAL PROGRAMS AND SERVICES, CUSTOMERS and other STAKEHOLDERS?

   (2) **STRATEGIC OBJECTIVE Considerations**

      HOW do your STRATEGIC OBJECTIVES achieve appropriate balance among varying and potentially competing organizational needs? HOW do your STRATEGIC OBJECTIVES

      • address your STRATEGIC CHALLENGES and leverage your CORE COMPETENCIES, STRATEGIC ADVANTAGES, and STRATEGIC OPPORTUNITIES;
      • balance short- and longer-term planning horizons; and
      • consider and balance the needs of all KEY STAKEHOLDERS?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

Notes

2.1. This item deals with your overall educational institution strategy, which may include changes in student and other customer processes and in program and service offerings. However, you should describe the student and other customer engagement and program and service design strategies, respectively, in items 3.2 and 6.1, as appropriate.

2.1. Strategy development refers to your institution's approach to preparing for the future. In developing your strategy, you should consider your level of acceptable enterprise risk. To make decisions and allocate resources, you may use various types of forecasts, projections, options, scenarios, knowledge (see 4.2b), analyses, or other approaches to envisioning the future. Strategy development may involve key suppliers, collaborators, distributors, partners, students, and other customers.

2.1. The term "strategy" should be interpreted broadly. Strategy may be built around or lead to any or all of the following: new, changing, or discontinued programs and services; changing modalities to support teaching and learning; services to new, changing, and special student populations; definition or redefinition of your role in your organizational ecosystem (your network of partners, suppliers, collaborators, competitors, students, other customers, communities, and other relevant organizations inside and outside the education sector that serve as potential resources); differentiation of your image; new core competencies; geographic challenges; grants and endowments; research priorities; acquisitions; partnership and linkages; new services to improve access, grow revenue, or reduce costs; and new staff or volunteer relationships. Strategy may be directed toward becoming an educational innovator. It may also be directed toward meeting identified key community needs. Strategic Plans may or should, as appropriate, be aligned with the latest NEDA Philippine Development Plan (PDP).

2.1a(1). Organizational agility refers to the capacity for rapid change in strategy and the ability to adjust your operations as opportunities or needs arise.

2.1a(2). Strategic opportunities arise from outside-the-box thinking, brainstorming, capitalizing on serendipity (unexpected discoveries), research and innovation processes, nonlinear extrapolation (creative thinking) of current conditions, and other approaches to imagining a different future. It may include transformational change processes that lead to good financial management, governance and community links, leadership and management, teaching, student outcomes, curriculum, ethos, and environment. The generation of ideas that lead to strategic opportunities benefits from an environment that encourages non-directed, free thought. Choosing which strategic opportunities to pursue involves considering relative risk, financial and otherwise, and then making intelligent choices ("intelligent risks") considering customers and all other stakeholders.

Intelligent Risk involves assessing the cost of delivering an intervention against the benefit. For example, conducting school based in service training vs. off-site training. Intelligent risk may also involve conducting a feasibility study of offering academic program.

2.1a(3). Integration of data from all sources to generate strategically relevant information is a key consideration. Data and information may relate to student, other customer, and market requirements, expectations, opportunities, and risks; financial, societal, ethical, regulatory, technological, security and cybersecurity, and other potential opportunities and risks; your core competencies; the competitive environment and your performance now and in the future relative to competitors and comparable organizations; education reform; technological and other key innovations or changes that may affect your programs and services and the way you operate, as well as the rate of innovation; workforce and other resource needs; your ability to capitalize on diversity, and promote equity and inclusion; your ability to prevent and respond to disasters and emergencies; opportunities to redirect resources to higher-priority programs, services, or areas; changes in the local, national, or global economy; requirements for and strengths and weaknesses of your partners and supply network; changes in your parent organization; and other factors unique to your organization.

2.1a(3). Technologies that support digital transformation to drive change may include enhanced automation, the adoption of cloud operations, the use of data analytics, the Internet of Things, artificial intelligence, and large dataset-enabled business and process modeling. The ability to capitalize on data and information, including large datasets ("big data"), is based on the ability to analyze the data, draw conclusions, and pursue actions, including intelligent risks.

2.1a(3). Your strategic planning should address your ability to mobilize the necessary resources and knowledge to execute the strategic plan. It should also address your ability to execute contingency plans or, if circumstances require, to shift strategy and rapidly execute new or changed plans.

2.1a(4). Your work systems are the coordinated combination of internal work processes and external resources you need to develop and deliver educational programs and services, deliver them to students, and succeed in your market. External resources may include partners, suppliers, collaborators, competitors, and other entities or organizations that are part of your organizational ecosystem.

Notes

2.1a(4) Decisions about work systems are strategic. These decisions involve protecting intellectual property, capitalizing on core competencies, and mitigating risk. Decisions about your work systems affect educational institution design and structure, size, locations, profitability, and ongoing success. In a generic view of an organization, for example, the organization may define three work systems: one that addresses the technical delivery of educational programs and services, one that engages students and other customers, and one that comprises systems that support program and service delivery and student and other customer engagement.

2.1 b(1). Strategic objectives should focus on your specific challenges, advantages, and opportunities—those most important to strengthening your overall performance and your success now and in the future.

2.2 Strategy Implementation: How do you implement your strategy? (40 pts.)

In your response, include answers to the following questions:

a. **ACTION PLAN Development and DEPLOYMENT**
   (1) **ACTION PLANS**
       What are your KEY short- and longer-term ACTION PLANS? What is their relationship to your STRATEGIC OBJECTIVES? HOW do you develop your ACTION PLANS?

   (2) **ACTION PLAN Implementation**
       HOW do you DEPLOY your ACTION PLANS? HOW do you DEPLOY your ACTION PLANS to your WORKFORCE and to KEY suppliers, PARTNERS, and COLLABORATORS, as appropriate, to ensure that you achieve your KEY STRATEGIC OBJECTIVES? HOW do you ensure that you can sustain the KEY outcomes of your ACTION PLANS?

   (3) **Resource Allocation HOW do you ensure that financial and other resources are available to support the achievement of your ACTION PLANS while you meet current obligations?** HOW do you allocate these resources to support the plans? HOW do you manage the risks associated with the plans to ensure your sustained financial viability?

   (4) **WORKFORCE Plans**
       What are your KEY WORKFORCE plans to support your short- and longer-term STRATEGIC OBJECTIVES and ACTION PLANS? HOW do the plans address potential impacts on your WORKFORCE and any potential changes in WORKFORCE CAPABILITY and CAPACITY needs?

   (5) **PERFORMANCE MEASURES**
       What KEY PERFORMANCE MEASURES or INDICATORS do you use to track the achievement and EFFECTIVENESS of your ACTION PLANS? HOW does your overall ACTION PLAN measurement system reinforce organizational ALIGNMENT?

   (6) **PERFORMANCE PROJECTIONS**
       For these KEY PERFORMANCE MEASURES or INDICATORS, what are your PERFORMANCE PROJECTIONS for your short- and longer-term planning horizons? If there are gaps between your projected PERFORMANCE and that of your competitors or comparable organizations, HOW do you address them in your ACTION PLANS?

b. **ACTION PLAN Modification**
       HOW do you recognize and respond when circumstances require a shift in ACTION PLANS and rapid execution of new plans?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

2 Strategy

Notes

2.2. The development and deployment of your strategy and action plans are closely linked to other Education Criteria items. The following are examples of key linkages:

• Item 1.1: how your senior leaders set and communicate educational institution direction.

• Category 3: how you gather student, other customer, and market knowledge as input to your strategy and action plans and to use in deploying action plans.

• Category 4: how you measure and analyze data and manage knowledge to support key information needs, support the development of strategy, provide an effective basis for performance measurements, and track progress on achieving strategic objectives and action plans.

• Category 5: how you meet workforce capability and capacity needs, determine needs and design your workforce development and learning system, and implement workforce-related changes resulting from action plans
• Category 6: how you address changes to your work processes resulting from action plans.

• Item 7.1: specific accomplishments relative to your educational institution strategy and action plans.

• Item 7.5: results for overall strategy and action plan achievement.

2.2a(2). Action plan implementation and deployment may require modifications in organizational structures and operating models. Action plan success benefits from visible short- term wins as well as long-term actions.

2.2a(4). This may include reviewing your organization's key performance indicators and how you link to your employees' rewards and recognition practices.

2.2a(6). Projected performance may include consideration of changes resulting from significant anticipated innovations in educational programs, services, and technology; the redirection of resources; market entry and shifts; improved administrative and other support functions; improvements in safety; new legislative mandates, legal requirements, education standards, registration standards or accreditation standards; and significant anticipated innovations in programs, services, and technology. Your process for projecting future performance should be reported in 4.1c(1).

2.2b. Circumstances that may require shifts in action plans and rapid execution of new plans include changes in your competitive environment and economic conditions, the emergence of disruptive technologies, and sudden changes in student and other customer requirements and expectations.

3 Customers (85 pts.)

The **CUSTOMERS** category asks HOW your organization engages its students and other CUSTOMERS for ongoing success, including how your organization listens to the VOICE OF THE CUSTOMER, serves and exceeds students' and other CUSTOMERS' expectations, and builds long-term students and other CUSTOMERS relationships.

3.1 Customer Expectations: How do you listen to your students and other customer, and determine programs and services to meet their needs? (40 pts.)

In your response, include answers to the following questions:

a. CUSTOMER Listening

(1) Current Students and Other CUSTOMER

HOW do you listen to, interact with, and observe students and other CUSTOMER to obtain actionable information? HOW do your listening methods vary for different student groups, other CUSTOMER groups, or market SEGMENTS? HOW do you use social media and web-based technologies to listen to CUSTOMERS, as appropriate? HOW do your listening methods vary across the CUSTOMER life cycle? HOW do you seek immediate and actionable feedback from students and other CUSTOMERS on the quality of EDUCATIONAL PROGRAMS AND SERVICES, student and other CUSTOMER support, and transactions?

(2) Potential Students and Other CUSTOMERS

HOW do you listen to potential students and other CUSTOMERS to obtain actionable information? HOW do you listen to former, competitors, and potential CUSTOMERS to obtain actionable information on your EDUCATIONAL PROGRAMS AND SERVICES, support, and transactions, as appropriate?

b. Student and Other CUSTOMER Segmentation, Program and Service Offerings

(1) Student and Other CUSTOMER Segmentation

How do you determine your student and other CUSTOMER SEGMENTS? How do you

- use information on students, other CUSTOMER, markets, and program and service offerings to identify current and anticipate future student and other CUSTOMER SEGMENTS; and
- determine which student and other CUSTOMER SEGMENTS to emphasize and pursue for growth?

(2) Program and Service Offerings

How do you determine educational program and service offerings? How do you

- determine student and other CUSTOMER and market needs and requirements for program and service offerings;
- identify and adapt program and service offerings to meet the requirements and exceed the expectations of your student and other CUSTOMER SEGMENTS; and
- identify and adapt program and service offerings to enter new markets, to attract new students and other CUSTOMERS, and to create opportunities to expand relationships with current students and CUSTOMERS, as appropriate?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

Notes

3.1. Your results on performance relative to key program and service features should be reported in item 7.1.

3.1a(1). Your customers listening methods may include monitoring comments on, among others, social media, online platforms, surveys, and other feedback mechanisms.

3.1a(1). The customers life cycle begins in the introduction of program and service offerings and continues through all stages of customer engagement from enrolment to graduation and alumni networking and feedback for continuous quality improvement.

3.1a(2) Former customers may include students who transferred out and stopped schooling. Competitors' customers include students from other schools. Potential customers may include transferees, cross-enrollees, exchange students, students from feeder and partner schools, and children of alumni.

3.1b(2). In identifying educational program and service offerings, consider all their important characteristics and performance in each stage of students' and other customers' relationships with the institution. Educational program and service offerings are the activities offer in the market to engage students, and other customer in learning or contribute to scientific or scholarly investigation and learning. In identifying educational program and service offerings, consider all important characteristics and their performance in each stage of the relationship with the institution.

The focus should be on features that affect preference for and loyalty to the educational institution—for example, features that differentiate programs and services from those of competing or other institutions. Those features may include curricular focus, student placement following completion of the educational goal or training objective, workforce composition, extra-curricular activities, or tuition and associated costs.

Key program and service features may also take into account how transactions occur and factors such as the privacy and security of student and other customer data. Regulatory requirements in determining educational programs and service offerings issued by DepEd, TESDA, CHED, MARINA, and PRC must be adhered. The educational institutions may enrich the program and service offering with the approval/consent of the regulatory bodies. New markets may include programs and services offered by State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs), and private schools such as new developments in Science, Technology, Engineering and Mathematics (STEM).

Results on performance relative to key educational program and service features should be reported in item 7.1, and those for students' and other customers' perceptions and actions (outcomes) should be reported in item 7.2.

3.2 Customer Engagement: How do you build relationships with students and other customers to determine satisfaction and engagement? (45 pts.)

PROCESS

In your response, include answers to the following questions:

a. Student and Other CUSTOMER Experience

(1) Relationship Management
HOW do you build and manage student and other CUSTOMER relationships? HOW do you

- acquire students and other CUSTOMERS and build market share;
- manage and enhance your brand image;
- retain students and other CUSTOMERS, meet their requirements, and exceed their expectations in each stage of the CUSTOMER life cycle?

(2) Student and Other CUSTOMER Access and Support
HOW do you enable students and other customers to seek information and support? HOW do you enable them to access your programs and services? What are your KEY means of student and other CUSTOMER support and communication? HOW do they vary for different student and other CUSTOMER segments? How do you

- determine your students' and other CUSTOMERS' KEY support requirements, and
- DEPLOY these requirements to all people and PROCESSES involved in student and other CUSTOMER support?

(3) Complaint Management
HOW do you manage student and other CUSTOMER complaints? HOW do you resolve complaints promptly and effectively? HOW does your management of complaints enable you to recover your students' and other CUSTOMERS' confidence, enhance their satisfaction and ENGAGEMENT, and avoid similar complaints in the future?

(4) Fair Treatment
HOW do your student and other CUSTOMER experience PROCESSES ensure fair treatment for different students and other CUSTOMER SEGMENTS?

b. Determination of Student and Other CUSTOMER Satisfaction and ENGAGEMENT
(1) Satisfaction, Dissatisfaction, and ENGAGEMENT
HOW do you determine student and other CUSTOMER satisfaction, dissatisfaction, and ENGAGEMENT? HOW do your determination methods differ among CUSTOMER SEGMENTS? HOW do measurements capture actionable information?

(2) Satisfaction Relative to Other Organizations
HOW do you obtain information on students' and other CUSTOMERS' satisfaction with your organization relative to other organizations? HOW do you obtain information on satisfaction

- relative to their satisfaction with your competitors; and
- relative to the satisfaction of other organizations that provide similar programs and services, or to education sector BENCHMARKS, as appropriate?

c. Use of VOICE-OF-THE-CUSTOMER and Market Data
HOW do you use VOICE-OF-THE-CUSTOMER and Market Data and Information? HOW do you use VOICE-OF-THE-CUSTOMER and market data and information to build a more student and other CUSTOMER-focused culture and support operational decision making?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

Notes

3.2. Results for student and other customer perceptions and actions (outcomes) should be reported in item 7.2. Aside from looking at engagement metrics defined by the organization, there should be a review of the organization's online footprint (e.g. company website, Facebook, Twitter, instagram, Tiktok, Linkedin, Youtube, Kumu, LMS, etc.) with emphasis on image and its responsiveness to its customers online.

3.2a(2). The goal of student and other customer support is to make educational programs and services responsive to their expectations. Approaches to seek information and support may include student services but not limited to student government/council, guidance and counseling, medical and dental services, student publications, placement, parents-teachers association, and industry-academe linkages.

3.2a(4). Ensure that approaches promote equity and inclusion for students and other customers in: (a) managing relationships, (b) enabling to seek information and support, and (c) managing complaints. These should not inadvertently discriminate unfairly or inappropriately against specific groups.

3.2b(1). Determining student and other customer dissatisfaction should be seen as more than reviewing low satisfaction scores. It should be independently determined to identify root causes and enable a systematic remedy to avoid future dissatisfaction.

3.2b(2). Information on relative satisfaction may include comparisons with competitors, comparisons with other organizations that deliver similar educational programs or services, or comparisons obtained through education sector or other organizations. Such information may also include information on why students and other customers choose your competitors over you.

3.2c. The voice of the customer refers to your process for capturing related information processes that are intended to be proactive and continuously innovative so that they capture stated, unstated, anticipated requirements, expectations, and desires. The goal is customers' engagement and may gather and integrate various types of data, such as survey data, focus group findings, blog comments and data from other social media, marketing information, and complaint data that affect enrolment and customers' engagement decisions.

3.2c. Student and other customer data and information should be used to support the overall performance reviews addressed in 4.1b. Voice-of-the-customer and market data and information to use may include aggregated data on complaints and, as appropriate, data and information from social media and other web-based or digital sources.

The **Measurement, ANALYSIS, and Knowledge Management** category asks HOW your organization selects, gathers, analyzes, manages, and improves its data, information, and KNOWLEDGE ASSETS; HOW it uses review findings to improve its PERFORMANCE; and HOW it learns.

4.1 Measurement, Analysis, and Improvement of Organizational Performance: How do you measure, analyze, and then improve organizational performance? (45 pts.)

In your response, include answers to the following questions:

a. PERFORMANCE Measurement

(1) PERFORMANCE MEASURES
HOW do you track data and information on daily operations and overall organizational PERFORMANCE? HOW do you

- select, collect, align, and integrate data and information to use in tracking daily operations and overall organizational PERFORMANCE; and
- track progress on achieving STRATEGIC OBJECTIVES and ACTION PLANS?

What are your KEY organizational PERFORMANCE MEASURES, including KEY short- and longer-term financial MEASURES? How frequently do you track these MEASURES?

(2) Comparative Data
HOW do you EFFECTIVELY and use KEY comparative data and information to support fact-based decision making?

(3) Measurement Agility
HOW do you ensure that your PERFORMANCE measurement system can respond to rapid or unexpected organizational or external changes, and provide timely data?

b. PERFORMANCE ANALYSIS and Review
HOW do you review your organization's PERFORMANCE and capabilities? HOW do you use your KEY organizational PERFORMANCE MEASURES, as well as comparative and student, and other CUSTOMERS data, in these reviews? What ANALYSES do you perform to support these reviews and ensure that conclusions are valid? HOW do your organization and its SENIOR LEADERS use these reviews to

- assess organizational success, competitive PERFORMANCE, financial health, and progress on achieving your STRATEGIC OBJECTIVES and ACTION PLANS ; and
- respond rapidly to changing organizational needs and challenges in your operating environment?

HOW does your GOVERNANCE board review the organization's PERFORMANCE and its progress on STRATEGIC OBJECTIVES and ACTION PLANS, if appropriate?

c. PERFORMANCE Improvement

(1) Future PERFORMANCE
HOW do you project your organization's future PERFORMANCE? HOW do you use findings from PERFORMANCE reviews and KEY comparative and competitive data in your PROJECTIONS?

(Continue on the next page)

(2) Continuous Improvement and INNOVATION
HOW do you use findings from PERFORMANCE reviews to develop priorities for continuous improvement and opportunities for INNOVATION? HOW do you DEPLOY these priorities and opportunities

- to faculty, staff, other work group, and functional-level operations; and
- when appropriate, to your feeder or receiving schools, suppliers, PARTNERS, and COLLABORATORS to ensure organizational ALIGNMENT?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

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4.1 The questions in this item are closely linked to each other and to other Criteria items. The following are examples of key linkages:

• Your organizational performance measurement (4.1a) —including the comparative data and information you select, and the performance measures you report in your Criteria item responses—should be included in your organizational performance reviews (4.1b).

• Organizational performance reviews (4.1b) should reflect your strategic objectives and action plans (category 2), and the results of organizational performance analysis and review should be included in your strategy development and implementation, priorities for improvement, and opportunities for innovation (4.1c).

•Your performance projections for your key action should be reported in 2.2a(6).

•Your organizational performance should be reported in items 7.1–7.5.

4.1a. Data and information from performance measurement should be used to support fact-based decisions that set and align organizational directions and resource use at the work unit, key process, department, and organization levels.

4.1a(1). In terms of performance measures, these may include: the PQA Recognition Levels and the Balanced Scorecard.

4.1a(1) Tracking daily operation refers to but is not limited to the following: Financial (collections, payments) student services, guidance services rendered, disciplinary cases, absences, tardiness, monitoring, and disciplinary cases.

4.1a(2). The comparative data and information you select should be used to support operational and strategic decision making. Comparative data and information are obtained by benchmarking and by seeking competitive comparisons. Benchmarking is identifying processes and results that represent best practices and performance for similar activities, inside or outside the education sector, both local and international.

Competitive comparisons relate your performance to those of competitors and other organizations providing similar educational programs and services, both local and international. Sources of data may include social media and the HEI website. Comparative data may include PRC/MARINA certificates of board passers, accredited institutions/programs from Federation of Accrediting Agencies of the Philippines (FAAP), National Network of Quality Assurance Agencies (NNQAA), and other international accrediting bodies and education (ABET, ISO) statistics from DepEd, TESDA and CHED.

4.1a(3). Agility in your measurement system may be necessary in response to regulatory changes, other changes in the political or societal environment, disasters and emergencies, innovations in organizational processes, new competitor offerings, or productivity enhancements (e.g., transition from manual to digital). Responses to such changes may involve, for example, adopting different performance measures or adjusting the intervals between measurements.

4.1b. Performance analysis includes examining performance trends; organizational, industry, and technology projections; and comparisons, cause-effect relationships, and correlations. This analysis should support your performance reviews, help determine root causes, and help set priorities for resource use. Accordingly, such analysis draws on all types of data: product performance, customer-related, financial and market, operational, and competitive. The analysis should also draw on publicly mandated measures, when appropriate, and may also include internal or external PQA assessments. Analysis may involve digital data analytics and data science techniques that detect patterns in large volumes of data ("big data") and interpret their meaning.

4.1b. Rapid response to changing organizational needs and challenges may include responding to the need for change in your organizational structure and work systems.

4.2 Information and Knowledge Management: How do you manage your information and your organizational knowledge assets? (45 pts.)

In your response, include answers to the following questions:

a. Data and Information

(1) Quality

HOW do you verify and ensure the quality of organizational data and information? HOW do you Manage digital and other data and information to ensure their accuracy and validity, integrity and reliability, and currency?

(2) Availability

HOW do you ensure the availability of organizational data and information? HOW do you make needed data and information available in a user-friendly format and timely manner to your WORKFORCE, suppliers, PARTNERS, COLLABORATORS, and CUSTOMERS, as appropriate? HOW do you ensure that your information technology systems are reliable and user-friendly?

b. Organizational Knowledge

(1) Knowledge Management

HOW do you build and manage organizational knowledge? HOW do you

- collect and transfer WORKFORCE knowledge;
- blend and correlate data from different sources to build new knowledge;
- transfer relevant knowledge from and to students, other CUSTOMERS, suppliers, PARTNERS, and COLLABORATORS; and
- assemble and transfer relevant knowledge for use in your INNOVATION and strategic planning PROCESSES?

(2) Best Practices

HOW do you share best practices in your organization? HOW do you identify internal and external organizational units or operations that are HIGH PERFORMING? HOW do you identify best practices for sharing and implement them across your organization, as appropriate?

(3) Organizational LEARNING

HOW do you use your knowledge and resources to embed LEARNING in the way your organization operates?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

Notes

4.2a(1). Ensuring quality of data may include audit, validation, periodic renewal of licenses, virus and malware protection, development of data dictionary and evaluation of the information systems strategic plan.

4.2a(2). Information technology systems include, for example, physical devices and systems; software platforms and applications; and externally based or shared information systems, such as those stored in the cloud or outside your organization's control.

4.2a(2). The security and cybersecurity of your information technology systems are addressed as part of your overall security and cybersecurity system in item 6.2. That system involves managing and reducing risks to operational systems as well as to data and information.

4.2b(1). Building and managing organizational knowledge from different sources may involve handling big data sets and disparate types of structured and unstructured data and information, such as data tables, video, audio, photos, and text. Blending and correlating data may involve using artificial intelligence, digital data analytics, and data science techniques that detect patterns in large volumes of data and interpret their meaning.

Using these techniques to make decisions with human consequences requires deploying technology and leveraging data in a way that protects information about organizations and individuals. Furthermore, organizational knowledge constructed from these data may be speculative and may reveal sensitive information about organizations or individuals that must be protected. Collection and transfer of workforce knowledge may include transfer of knowledge from departing or retiring workforce members.

4.2b(3). Embedding learning in the way your organization operates means that learning (1) is a part of everyday work; (2) results in systematically solving problems at their source; (3) is focused on building and sharing knowledge throughout your organization; and (4) is driven by opportunities to bring about significant, meaningful change and to innovate.

5 Workforce (85 pts.)

The **WORKFORCE** category asks HOW your organization assesses WORKFORCE CAPABILITY and CAPACITY needs and builds a WORKFORCE environment conducive to HIGH PERFORMANCE. The category also asks HOW your organization engages, manages, and develops your WORKFORCE to utilize its full potential in ALIGNMENT with your organization's overall needs.

5.1 Workforce Environment:
How do you build an effective and supportive workforce environment? (40 pts.)

In your response, include answers to the following questions:

a. WORKFORCE CAPABILITY and CAPACITY

(1) CAPABILITY and CAPACITY Needs
HOW do you assess your WORKFORCE CAPABILITY and CAPACITY needs? HOW do you assess the skills, competencies, eligibilities, educational requirements, certifications/licenses, and staffing levels you need in the short and long term?

(2) New WORKFORCE Members
HOW do you recruit, hire, and onboard new WORKFORCE members? HOW do you ensure that your WORKFORCE represents the DIVERSITY of ideas, cultures, and thinking in your hiring and student and other CUSTOMER communities? HOW do you ensure the fit of new WORKFORCE members with your organizational culture?

(3) WORKFORCE Change
HOW do you prepare your WORKFORCE for changing CAPABILITY and CAPACITY needs? HOW do you

- balance the needs of your WORKFORCE and your organization to ensure continuity, prevent WORKFORCE reductions, and minimize the impact of any necessary reductions;
- prepare for and manage any periods of WORKFORCE growth; and
- prepare your WORKFORCE for changes in organizational structure, workplaces, WORK SYSTEMS, and technology when needed?

(4) Work Accomplishment
HOW do you organize and manage your WORKFORCE? HOW do you organize and manage your WORKFORCE to

- capitalize on your organization's CORE COMPETENCIES;
- reinforce organizational RESILIENCE, agility, and a student/other CUSTOMER and business focus; and
- exceed PERFORMANCE expectations?

b. Workplace Climate

(1) Workplace Environment
HOW do you ensure workplace health, security, and accessibility for the WORKFORCE? What are your PERFORMANCE MEASURES and improvement GOALS for your workplace environmental factors?

(2) WORKFORCE Benefits and Policies
HOW do you support your WORKFORCE via services, benefits, and policies? HOW do you tailor these to the needs of a diverse WORKFORCE and different WORKFORCE SEGMENTS?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

Notes

5. Results related to workforce environment and engagement should be reported in item 7.3. People supervised by a contractor should be addressed in categories 2 and 6 as part of the larger work system strategy and internal work processes. For organizations that also rely on volunteers, the workforce includes these volunteers. Workforce approaches should include these volunteers as appropriate to the functions they fulfill for the organization.

5.1a(1). Your assessment of workforce capability and capacity needs should consider not only current needs, but also future requirements based on the strategic objectives and action plans identified in category 2 and the future performance discussed in 4.1c(1).

5.1a(3). Preparing the workforce for change may include preparing for alternative working arrangement (or applicable Department of Education/Commission on Higher Education/ Technical Education and Skills Development Authority circulars/ memoranda), or for changes in student, other customer, or program/service requirements that lead to the use of new technology or redesigned work systems.

Such preparation may include training, education, frequent communication, consideration of workforce employment and employability, career counseling, and other services.

5.1a(4). The way you organize and manage your workforce may be influenced by changes in your internal or external environment, culture, or strategic objectives.

5.1b(1). Workplace accessibility maximizes productivity by eliminating barriers and ensuring that everyone has access to facilities. An inclusive workplace is accessible physically, technologically, and attitudinally without bias. If workplace environmental factors and their performance measures or targets differ significantly for your different workplace environments, you should include these differences in your response. You should address workplace safety in item 6.2 as part of your overall safety system, which also ensures the safety of all other people who may be in your workplace. (Refer to R.A. 11058 -"An Act Strengthening Compliance with Occupational Safety and Health (OSH) Standards and Providing Penalties for Violations").

5.2 Workforce Engagement
HOW do you engage your workforce for retention and high performance? (45 pts.)

In your response, include answers to the following questions:

a. Assessment of WORKFORCE ENGAGEMENT

   (1) Drivers of ENGAGEMENT
   HOW do you determine the KEY drivers of WORKFORCE ENGAGEMENT? HOW do you determine these drivers for different WORKFORCE SEGMENTS?

   (2) Assessment of ENGAGEMENT
   HOW do you assess WORKFORCE ENGAGEMENT? What formal and informal assessment methods and MEASURES do you use to determine WORKFORCE satisfaction and WORKFORCE ENGAGEMENT? HOW do these methods and MEASURES differ across WORKFORCE SEGMENTS? HOW do you also use other INDICATORS to assess and improve WORKFORCE ENGAGEMENT?

b. Organizational Culture
   HOW do you foster an organizational culture that is characterized by open communication, HIGH PERFORMANCE, and an engaged WORKFORCE? HOW do you reinforce your organizational culture? HOW do you ensure that your organizational culture supports your VISION and VALUES; promotes equity and inclusion; and benefits from the DIVERSITY of ideas, cultures, and thinking in your WORKFORCE? HOW do you EMPOWER your WORKFORCE?

c. PERFORMANCE Management and Development

   (1) PERFORMANCE Management
   HOW does your WORKFORCE PERFORMANCE management system support HIGH PERFORMANCE? HOW does it consider WORKFORCE compensation, reward, recognition, and incentive practices? HOW does it reinforce INTELLIGENT RISK taking, a student/CUSTOMER and organizational focus, and achievement of your ACTION PLANS?

   (2) PERFORMANCE Development
   HOW does your LEARNING and development system support the personal development of WORKFORCE members and your organization's needs? HOW does it consider the LEARNING and development desires of WORKFORCE members, support organizational PERFORMANCE improvement and INTELLIGENT RISK taking, and support ethics and ethical organizational practices?

(3) LEARNING and Development EFFECTIVENESS
HOW do you evaluate the EFFECTIVENESS of your LEARNING and development system? HOW do you

- correlate LEARNING and development outcomes with findings from your assessment of WORKFORCE ENGAGEMENT and with KEY organizational RESULTS, and
- use these correlations to identify opportunities for improvement both in WORKFORCE ENGAGEMENT and in LEARNING and development offerings?

(4) Career Development
HOW do you manage career development for your WORKFORCE and your future leaders? HOW do you carry out succession planning for management, leadership, and other KEY positions?

(5) Equity and Inclusion
HOW do you ensure that your PERFORMANCE management, PERFORMANCE development, and career development PROCESSES promote equity and inclusion for a diverse WORKFORCE and different WORKFORCE SEGMENTS?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

Notes

5.2a(1). Drivers of workforce engagement (identified in P.1a [3]) refer to the drivers of workforce members' commitment, both emotional and intellectual, to accomplishing the organization's work, mission, and vision.

5.2a(2). These may include employee engagement survey, job satisfaction survey and involvement in educational institution-related activities. Results of these indicators may be discussed during planning sessions, and meetings, among others.

5.2a(2). Other indicators to use in assessing and improving workforce engagement may include workforce retention, absenteeism, grievances, safety, and productivity.

5.2c(1). Compensation, recognition, and related reward and incentive practices include promotions and bonuses that may be based on performance, skills and competencies acquired, adaptation to new work systems and culture, and other factors. Recognition can include monetary and non-monetary, formal and informal, and individual and group mechanisms.   In some educational institutions, compensation systems are set by law or regulation; therefore, reward and recognition systems must use other options. The compendium of issuances for compensation and incentives, as well as, rewards and recognition, may be accessed at the DBM and CSC websites, and other local sources, respectively.

5.2c(2) Your response should include how you to address any considerations for workforce development, learning, and development that are unique to organization. These may include development opportunities that address the organization's core competencies, strategic challenges, and action plans; organizational change and innovation; improvements in student focus; and the reinforcement of new knowledge and skills on the job.

The response should also consider the breadth of development opportunities that may be offered, including education, training, coaching, mentoring, and work-related experiences.

5.2c(3) Your response should include how you address any unique considerations for workforce development, learning, and development that stem from your periodic assessment & evaluation of the organization's culture. Your response should also consider the breadth of development opportunities you may offer, including education, training, coaching, mentoring, and work-related experiences. Correlation of learning and development may refer to the impact of the training on the individual and organization (e.g. Kirkpatrick Model: Four Levels of Learning Evaluation).

5.2c(4) Your response may show the position/competency profile; policy and criteria for promotion, skills or competency requirements and learning and development support, opportunities for job cross posting. The position/competency profile may include skills or competencies required for each leadership role and identification of qualified workforce for leadership roles (ready now, ready 6 months later or ready after one or two years).

5.2c(5) Your response should consider statutory and regulatory requirements such as Human Rights, Magna Carta of Women, The Magna Carta of Disabled Persons, and Expanded Senior Citizen Act, Indigenous Peoples Right Act, etc.

5.2c(5) Equity and inclusion may refer to segments of the workforce such as women, differently abled, indigenous people, and LGBTQAI+.

5 Workforce

6 Operations (85 pts.)

The **Operations** category asks HOW your organization designs, manages, improves, and innovates its EDUCATIONAL PROGRAMS AND SERVICES and WORK PROCESSES and improves operational EFFECTIVENESS to deliver VALUE to students and other CUSTOMERS, and achieve ongoing organizational success.

6.1 Work Processes: How do you design, manage, and improve your key educational programs and services and your work processes? (45 pts.)

In your response, include answers to the following questions:

a. Program, Service, and PROCESS Design

(1) Determination of Program, Service, and PROCESS Requirements
HOW do you determine KEY EDUCATIONAL PROGRAM AND SERVICE and WORK PROCESS requirements?

(2) KEY WORK PROCESSES
What are your organization's KEY WORK PROCESSES? What are the KEY requirements for these WORK PROCESSES?

(3) Design Concepts
HOW do you design your EDUCATIONAL PROGRAMS AND SERVICES and WORK PROCESSES to meet requirements? HOW do you incorporate new technology, organizational knowledge, program and service excellence, student and other CUSTOMER VALUE, consideration of risk, and the potential need for agility into these programs, services, and PROCESSES?

b. PROCESS Management and Improvement

(1) PROCESS Implementation.
HOW does your day-to-day operation of WORK PROCESSES ensure that they meet KEY PROCESS requirements? What KEY PERFORMANCE MEASURES or INDICATORS and in-PROCESS MEASURES do you use to control and improve your WORK PROCESSES? HOW do these MEASURES relate to the quality of outcomes and MEASURES of the PERFORMANCE of your EDUCATIONAL PROGRAMS AND SERVICES?

(2) Support PROCESSES
HOW do you determine your KEY support PROCESSES? What are your KEY support PROCESSES? HOW does your day-to-day operation of these PROCESSES ensure that they meet KEY organizational requirements?

(3) Program, Service, and PROCESS Improvement
HOW do you improve your WORK and support PROCESSES to reduce variability and improve the EDUCATIONAL PROGRAMS and services, and enhance CORE COMPETENCIES?

c. Supply-Network Management
HOW do you manage your supply network? HOW do you select suppliers that are qualified and positioned to meet your operational needs, enhance your PERFORMANCE, support your STRATEGIC OBJECTIVES, and enhance your students' and other CUSTOMERS' satisfaction? HOW do you

- promote ALIGNMENT and collaboration within your supply network;
- ensure supply-network agility and RESILIENCE in responding to changes in student, other CUSTOMER, market, and organizational requirements; and
- communicate PERFORMANCE expectations, measure and evaluate suppliers' PERFORMANCE, provide feedback to help them improve, and deal with poorly performing suppliers?

d. Management of Opportunities for INNOVATION

HOW do you pursue your identified opportunities for INNOVATION? HOW do you pursue the STRATEGIC OPPORTUNITIES that you have determined are INTELLIGENT RISKS? HOW do you make financial and other resources available to pursue these opportunities? HOW do you decide to discontinue pursuing them at the appropriate time?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

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6.1. The results of improvements in the performance of your key educational programs and services and your work processes should be reported in item 7.1.

6.1a(3). Process design also includes the need to extensively redesign a process due to changes in requirements or technology, or the need to incorporate digital technology, such as enhanced automation, the Internet of Things, artificial intelligence, and cloud operations resulting in digital transformation. Agility may be needed when work processes need to change as a result of overall work system changes, such as bringing a supply-network program, service, or process in-house to avoid disruptions due to unpredictable external events, or outsourcing a program, service, or process formerly carried out in-house.

6.1b(1). In-process measures refer to measurements requiring identification of critical points in processes for measurement and observation such as class attendance (student/ faculty), payment collection, and Citizen's Charter (as applicable). These points should occur as early as possible in processes to minimize problems and costs that may result from deviations from expected performance.

6.1b(2). Your key support processes should support your value-creation processes. They may include processes that support leaders and other workforce members engaged in, for example, design and delivery of educational programs and services, interactions with students and other customers, and enterprise management. Examples may include accounting and purchasing.

6.1b(3). Your approaches to improve process performance and reduce variability should be part of the performance improvement system you describe in P.2c in the Organizational Profile.

6.1c. To ensure that suppliers are positioned to meet operational needs and enhance your performance and your students' and other customers' satisfaction, you may engage with suppliers in compliance with relevant laws. Communication of expectations and feedback to suppliers should be two-way, allowing suppliers to express what they need from you and other organizations within the supply network. For many organizations, these mechanisms may change as market, student, other customer, or stakeholder requirements change. As applicable, organizations need to comply with R.A. 9184 Gov't Procurement Reform Act, PhilGEPS and other accreditation requirements.

6.1d. Your process for pursuing opportunities for innovation should capitalize on strategic opportunities identified as intelligent risks in 2.1a(2). It should also include other intelligent risks, such as those arising from your performance reviews (4.1c[2]), your knowledge management approaches (4.2b), and other sources of potential innovations.

6 Operations

6.2 Operational Effectiveness:
How do you ensure effective management of your operations? (40 pts.)

In your response, include answers to the following questions:

a. PROCESS Efficiency and EFFECTIVENESS
HOW do you manage the cost, efficiency, and EFFECTIVENESS of your operations? HOW do you

- incorporate cycle time, PRODUCTIVITY, and other efficiency and EFFECTIVENESS factors into your WORK PROCESSES;
- prevent non-conformities, service errors, and rework;
- minimize CUSTOMERS' PRODUCTIVITY losses, as appropriate;
- minimize the costs of inspections, tests, and PROCESS or PERFORMANCE audits, as appropriate; and
- balance the need for cost control and efficiency with the needs of your students and other CUSTOMERS?

b. Security and Cybersecurity
HOW do you ensure the security and cybersecurity of sensitive or privileged data and information and of KEY assets? HOW do you manage physical and digital data, information, and KEY operational systems to ensure confidentiality and only appropriate physical and digital access? HOW do you

- maintain your awareness of emerging security and cybersecurity threats;
- ensure that your WORKFORCE, students, other CUSTOMERS, PARTNERS, and suppliers understand and fulfill their security and cybersecurity roles and responsibilities;
- identify and prioritize KEY information technology and operational systems to secure; and
- protect these systems from potential cybersecurity events, detect cybersecurity events, and respond to and recover from cybersecurity incidents?

c. Safety, Organizational Continuity, and RESILIENCE
(1) Safety
HOW do you provide a safe operating environment for your WORKFORCE, your students, and other people in your workplace? HOW does your safety system address accident prevention, inspection, root-cause ANALYSIS of failures, and recovery?

(2) Organizational Continuity and RESILIENCE
HOW do you ensure that your organization can anticipate, prepare for, absorb and recover from disasters, emergencies, and other disruptions? HOW do you consider risk, prevention, protection, continuity of operations, and recovery in the event of disruptions? HOW do you take into account student, other CUSTOMER, and organizational needs, and your reliance on your WORKFORCE, supply network, PARTNERS, and information technology systems?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

Notes

6.2b. For examples of what your information technology systems may include, see the note to 4.2a(2).

6.2b. Managing cybersecurity includes protecting against the loss of sensitive information about employees, students, other customers, and organizations; protecting assets, including intellectual property; and protecting against the financial, legal, and reputational aspects of breaches.
Many sources for general and industry-specific cybersecurity national and international standards and practices, such as https://dict.gov.ph/cybersecurity/ and https://www.nist.gov/cyberframework

6.2c(1) For guidance, refer to Occupational Safety and Health Standards (Republic Act No. 11058) and CSC Memorandum Circular 1 Series of 2020 Occupational Safety and Health (OSH) Standards for the public sector.

6.2c(2). Disasters and emergencies may be short- or longer-term and may be related to weather, climate, utilities, security, or a local or national health or other emergency. The extent to which you prepare for such events will depend on your organization's environment and its sensitivity to short- or longer-term disruptions of operations. Acceptable levels of risk will vary depending on the nature of your programs, services, supply network, and stakeholder needs and expectations. Examples are National Disaster Risk Reduction and Management Council (NDRRMC) and Basic Education Learning Continuity Plan. Adopting the CMCI definition, resilience involves the capacity to build systems that can absorb change and disturbance and be able to adapt such changes.

The **RESULTS** category asks about your organization's PERFORMANCE and improvement in all KEY areas, educational offerings, student learning and PROCESS RESULTS; CUSTOMER RESULTS; WORKFORCE RESULTS; leadership and GOVERNANCE RESULTS; and financial, market, and strategy RESULTS.

7.1   Student Learning and Process Results:
What are your student learning and process effectiveness results? (120 pts.)

Provide data and information to answer the following questions:

RESULTS

a.   **Student LEARNING and CUSTOMER-Focused Service RESULTS**
     What are your RESULTS for student LEARNING and for your student and other CUSTOMER service PROCESSES? What are your RESULTS for KEY MEASURES or INDICATORS of student LEARNING outcomes and the PERFORMANCE of services that are important to and directly serve your students and other CUSTOMERS? HOW do these RESULTS differ by EDUCATIONAL PROGRAM AND SERVICE offerings, student and other CUSTOMER groups, and market SEGMENTS, as appropriate?

b.   **WORK PROCESS EFFECTIVENESS RESULTS**
     (1)   **PROCESS EFFECTIVENESS and Efficiency**
         What are your PROCESS EFFECTIVENESS and efficiency RESULTS? What are your RESULTS for KEY MEASURES or INDICATORS of the operational PERFORMANCE of your KEY work and support PROCESSES, including PRODUCTIVITY, cycle time, and other appropriate MEASURES of PROCESS EFFECTIVENESS , efficiency, security and cybersecurity, and INNOVATION? HOW do these RESULTS differ by PROCESS types, as appropriate?

     (2)   **Safety and Emergency Preparedness**
         What are your safety and emergency preparedness RESULTS? What are your RESULTS for KEY MEASURES or INDICATORS of the EFFECTIVENESS of your organization's safety system and its preparedness for disasters, emergencies, and other disruptions? HOW do these RESULTS differ by location or PROCESS type, as appropriate?

c.   **Supply-Network Management RESULTS**
     What are your supply-network management RESULTS? What are your RESULTS for KEY MEASURES or INDICATORS of the PERFORMANCE of your supply network, including its contribution to enhancing your PERFORMANCE?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

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7. There is not a one-to-one correspondence between results items and Criteria categories 1–6. Results should be considered systemically, with contributions to individual results items frequently stemming from processes in more than one Criteria category. The PQA scoring system (pages 55-60 asks for current, trended, comparative, and segmented data, as appropriate, to provide KEY information for analyzing and reviewing your organizational performance (item 4.1), to demonstrate use of organizational knowledge (item 4.2), and to provide the operational basis for customer-focused results (item 7.2) and budgetary, financial, market, and strategy results (item 7.5).

In a few areas, your results may be qualitative or not amenable to trending over time. Some examples are results for governance accountability, training hours for suppliers on new services or processes, and results for limited or one- time projects or processes.

Comparative data and information are obtained by bench-marking (inside and outside your industry, as appropriate) and by seeking competitive comparisons. In a few cases, such as results for projects or processes that are unique to your organization, comparative data may not be available or appropriate.

7.1. Results should include those for representative key measures that are publicly reported and/or mandated by regulators and accreditors. These may include results for educational outcomes, (e.g. research - production, dissemination and utilization) student retention, and completion.

7.1a. Results for student learning and customer service processes should relate to the key requirements and expectations you identify in P.1b(2), which are based on information gathered through processes describe in category 3. The measures or indicators should address factors that affect student and other customer preference, such as those listed in the notes to P.1b(2) and 3.1b.

7.1a. Educational program and service measures appropriate for inclusion may be based on the following: formative and summative assessments, cohort rates, placement rates, certification and licensure performance, and data collected from your students and other customers by other educational institutions as well as student and other customer surveys on educational program and service performance.

7.1b. Results should address the key operational requirements you identify in the Organizational Profile and in category 6.

7.1b. Appropriate measures and indicators of work process effectiveness may include internal and external audit results; rates and results of program, service, and work system innovation; results for simplification of internal jobs and job classifications; waste reduction; changes in supervisory ratios; R.A. 11058 - Occupational Safety and Health Standards Administration (OSHS)-reportable incidents; measures or indicators of the success of emergency drills or simulations, such as cycle time, containment, and meeting of standards; and results for work relocation or contingency exercises.

7.1c. Appropriate measures and indicators of supply-network performance may include supplier and partner audits/ evaluation; real-time delivery of quality products and services and/or inventory management, as applicable; and acceptance results for externally provided programs, services, and processes. Measures and indicators of contributions to enhancing your performance may include those for improvements in supplier services delivered directly to students and other customers.

7.2   Customer Results: What are your customer-focused performance results? (80 pts.)

Provide data and information to answer the following questions:

a.   Student- and Other CUSTOMER-Focused RESULTS
   (1)   Student and Other CUSTOMER Satisfaction
      What are your student and other CUSTOMER satisfaction and dissatisfaction RESULTS? What are your RESULTS for KEY MEASURES or INDICATORS of student and other CUSTOMER satisfaction and dissatisfaction? HOW do these RESULTS differ by EDUCATIONAL PROGRAM AND SERVICE offerings, student and other CUSTOMER and sectoral groups, and market SEGMENTS, as appropriate?

   (2)   Student and Other CUSTOMER ENGAGEMENT
      What are your student and other CUSTOMER ENGAGEMENT RESULTS? What are your results for KEY MEASURES or indicators of student and other CUSTOMER ENGAGEMENT, including those for building relationships with students and other customers? HOW do these results compare over the course of your students' and other customers' relationships with you, as appropriate? HOW do these RESULTS differ by educational program and service offerings, student and other CUSTOMER groups, and market SEGMENTS, as appropriate?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

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7.2. Results for student and other customer satisfaction, dissatisfaction, and engagement should relate to the student and other customer groups and market segments identified in P.1b(2) and to the listening and determination methods reported in category 3.

7.2a. Performance is viewed by the customers. This item focuses on all relevant data to determine and help predict the performance as viewed by the students and other customers. Relevant data and information include the following:

• Student and other customer satisfaction and dissatisfaction;

• Student and other customer complaints, complaint management, and effective complaint resolution;

• Student- and other customer-perceived value based on education quality, outcomes, and cost;

• Students' and other customers' assessment of access and ease of use (including courtesy in service interactions);

• Students' and other customers' advocacy for educational institution and programs and services; and

• Awards, ratings, rankings and recognition from customers and independent organizations.

7.2a(1). For students' and other customers' satisfaction with the programs and services relative to satisfaction with those of competitors and comparable educational institutions, measures and indicators may include information and data from students and other customers, competitors'/comparators' customers, and independent institutions.

7.3   Workforce Results:
What are your workforce-focused performance results? (80 pts.)

Provide data and information to answer the following questions:

a.   WORKFORCE-Focused RESULTS

(1)   WORKFORCE CAPABILITY and CAPACITY
What are your WORKFORCE CAPABILITY and CAPACITY RESULTS? What are your RESULTS for KEY MEASURES of WORKFORCE CAPABILITY and CAPACITY, including appropriate skills and staffing levels? HOW do these RESULTS differ by the DIVERSITY of your WORKFORCE and by your WORKFORCE groups and SEGMENTS, as appropriate?

(2)   Workplace Climate
What are your workplace climate RESULTS? What are your RESULTS for KEYMEASURES or INDICATORS of your workplace climate, including those for WORKFORCE health, security, accessibility, and services and benefits, as appropriate? HOW do these RESULTS differ by the DIVERSITY of your WORKFORCE and by your WORKFORCE groups and SEGMENTS, as appropriate?

(3)   WORKFORCE ENGAGEMENT
What are your WORKFORCE ENGAGEMENT RESULTS? What are your RESULTS for KEY MEASURES or INDICATORS of WORKFORCE satisfaction and WORKFORCE ENGAGEMENT? HOW do these RESULTS differ by the DIVERSITY of your WORKFORCE and by your WORKFORCE groups and SEGMENTS, as appropriate?

(4)   WORKFORCE Development
What are your WORKFORCE and leader development RESULTS? What are your RESULTS for KEY MEASURES or INDICATORS of WORKFORCE and leader development? HOW do these RESULTS differ by the DIVERSITY of your WORKFORCE and by your WORKFORCE groups and SEGMENTS, as appropriate?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

7.3. Results reported in this item should relate to the processes, measures, and indicators in the report in category 5. The results should also respond to the key work process needs that are reported in category 6 and to the action plans and workforce plans that are reported in item 2.2.

7.3. Educational institutions that engage volunteers and/or interns should report results for the volunteer workforce, as appropriate.

7.3a(3). Responses should include results for the measures and indicators identified in 5.2a(2).

7.4 Leadership and Governance Results:
What are your senior leadership and governance results? (80 pts.)

Provide data and information to answer the following questions:

a. Leadership, GOVERNANCE, and Societal Contribution RESULTS

(1) Leadership
What are your RESULTS for SENIOR LEADERS' communication and engagement with the WORKFORCE, PARTNERS, students, and other CUSTOMERS? What are your RESULTS for KEY MEASURES or INDICATORS of SENIOR LEADERS' communication and engagement with the WORKFORCE, PARTNERS, students, and other CUSTOMERS to DEPLOY your VISION, MISSION, and VALUES, encourage two-way communication, cultivate INNOVATION and INTELLIGENT RISK taking, and create a focus on action? HOW do these RESULTS differ by organizational units, student and other CUSTOMER groups, as appropriate?

(2) GOVERNANCE
What are your RESULTS for GOVERNANCE accountability? What are your RESULTS for KEY MEASURES or INDICATORS of GOVERNANCE and internal and external fiscal accountability, as appropriate?

(3) Law, Regulation, and Accreditation
What are your legal, regulatory, and accreditation RESULTS? What are your RESULTS for KEY MEASURES or INDICATORS of meeting and surpassing regulatory, legal, and accreditation requirements? HOW do these RESULTS differ by organizational units, as appropriate?

(4) Ethics
What are your RESULTS for ETHICAL BEHAVIOR? What are your RESULTS for KEY MEASURES or INDICATORS of ETHICAL BEHAVIOR, breaches of ETHICAL BEHAVIOR, and STAKEHOLDER trust in your SENIOR LEADERS and GOVERNANCE? HOW do these RESULTS differ by organizational units, as appropriate?

(5) Society
What are your RESULTS for societal well-being and support of your KEY communities? What are your RESULTS for KEY MEASURES or INDICATORS of your societal contributions and support of your KEY communities?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

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7.4. Responses should relate to the communication processes you identify in item 1.1 and the governance, legal and regulatory, ethics, and societal contribution processes and measures you report in item 1.2. workforce-related occupational safety and health results (e.g., OSHS-reportable incidents) should be reported in 7.1b(2) and 7.3a(2).

7.4a(2). Responses may include financial statement issues and risks, important internal and external auditor recommendations, and management's responses to these matters.

7.4a(3). Senior Leaders should be cognizant of workforce-related occupational safety and health issues beyond mandatory government requirements (e.g. OSHS-reportable incidents) reported in 7.1b(2) and 7.3a(2).

7.4a(4). For examples of measures of ethical behavior and stakeholder trust, see the note to 1.2b(2).

7.4a(5). Responses should relate to the societal contributions you address in 1.2c(1) and 1.2c(2). Measures of contributions to societal well-being may include those for reduced energy consumption, the use of renewable energy resources and recycled water, reduction of your carbon footprint, waste reduction and utilization, and alternative approaches to conserving resources (e.g., increased virtual/hybrid meetings), and the global use of enlightened labor practices.

7.5 Financial, Market, and Strategy Results:
What are your results for financial viability and strategy implementation? (90 pts.)

Provide data and information to answer the following questions:

a. Financial and Market RESULTS
   (1) Financial PERFORMANCE
      What are your financial PERFORMANCE RESULTS? What are your RESULTS for KEY MEASURES or INDICATORS of financial PERFORMANCE, including aggregate MEASURES of financial return, financial viability, and budgetary PERFORMANCE, as appropriate? HOW do these RESULTS differ by market SEGMENTS, students and other CUSTOMER groups, as appropriate?

   (2) Market PERFORMANCE
      What are your market PERFORMANCE RESULTS? What are your RESULTS for KEY MEASURES or INDICATORS of market PERFORMANCE, including market share or position, market and market share growth, and new markets entered, as appropriate? HOW do these RESULTS differ by market SEGMENTS and student and other CUSTOMER groups, as appropriate?

b. RESULTS Strategy Implementation
   What are your RESULTS for achievement of your organizational strategy and ACTION PLANS?
   What are your RESULTS for KEY MEASURES or INDICATORS of achievement of your organizational strategy and ACTION PLANS? What are your RESULTS for taking INTELLIGENT RISKS?

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

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7.5a. Results should relate to the financial measures you report in 4.1a(1) and the financial management approaches you report in item 2.2, and should include those mandated by accreditors and regulators.

7.5a(1). Measures may include those for liquidity, days cash on hand, asset utilization, cash flow, and solvency; revenue projections; overall expenditures; instructional and general administrative expenditures per student or as a percentage of the total budget; endowments; tuition and fee levels; cost per academic credit; lowering of costs to students or return of funds as a result of increased efficiency; grants and awards; cost performance to budget; cost avoidance or savings; program expenditures as a percentage of budget; annual budget increases or decreases; resources redirected from other areas to direct instruction of students; scholarship growth; and financial results mandated by accreditors.

Results should relate to the financial measures you report in 4.1a(1) and the financial management approaches you report in item 2.2.

7.5a(2) Market performance may include results of service campus expansion or growth; new sectoral segments covered, or the percentage of revenues derived from new educational program offerings services, loans (to be clarified by Ms. Shine) charitable donations, and grants received.

7.5b Measures or indicators of strategy and action plan achievement should relate to the strategic objectives and goals you report in 2.1b(1), the elements of risk you report in 2.1a(3), and the action plan performance measures and projected performance you report in 2.2a(5) and 2.2a(6), respectively.

Core Values and Concepts

These beliefs and behaviors are embedded in high-performing organizations. They are the foundation for integrating key performance and operational requirements within a results-oriented framework that creates a basis for action, feedback, and ongoing success.

The PQA Education Criteria are built on the following set of interrelated core values and concepts:

• Systems perspective
• Visionary leadership
• Student-centered excellence
• Valuing people
• Agility and Resilience
• Organizational learning
• Focus on success and innovation
• Management by fact
• Societal contributions
• Ethics and transparency
• Delivering value and results
• Love of Country

Systems Perspective

A systems perspective means managing all the components of your organization as a unified whole to achieve your mission, ongoing success, and performance excellence. A systems perspective also means managing your organization within the context of an interconnected ecosystem of organizations that presents opportunities for new and possibly innovative relationships.

Successfully managing overall organizational performance requires realization of your organization as a system with interdependent operations. Organization-specific synthesis, alignment, and integration make the internal system successful. Synthesis means understanding your organization as a whole. It incorporates key organizational attributes, including your core competencies, strategic objectives, action plans, work systems, and workforce needs.

Alignment means using key organizational linkages to ensure consistency of plans, processes, measures, and actions. Integration builds on alignment, so that the individual components of your performance management system operate in a fully interconnected, unified, and mutually beneficial manner to deliver targeted results.

In addition, your organization exists within an organizational ecosystem—a network of organizations, including your partners, suppliers, collaborators, competitors, students, other customers, communities, and other relevant organizations inside and outside the education sector. Within this larger system, roles between organizations may be fluid as opportunities arise and needs change. For your ecosystem, synthesis means understanding your organization as part of a larger whole. It incorporates the key attributes that you contribute to and need from your partners, collaborators, competitors, students, other customers, communities, and other relevant organization.

These concepts are depicted in the Education Criteria overview. When your organization takes a systems perspective, your senior leaders focus on strategic directions and on students and other customers. Your senior leaders monitor, respond to, and manage performance based on your results. With a systems perspective, you use your measures, indicators, core competencies, and organizational knowledge to build your key strategies, link these strategies with your work systems and key processes, manage risk, and align your resources to improve your overall performance and your focus on students, other customers, and stakeholders. The core values and concepts, the seven Education Criteria categories, and the scoring guidelines are the system's building blocks and integrating mechanism.

Visionary Leadership

Your organization's senior leaders should set a vision for the organization, create a focus on students and other customers, demonstrate clear and visible organizational values and ethics, and set high expectations for the workforce. The vision, values, and expectations should balance the needs of all your stakeholders. Your leaders should also ensure the creation of strategies, systems, and methods for building knowledge and capabilities; empowering the workforce; capitalizing on diversity, equity, and inclusivity; stimulating innovation; managing risk; ensuring resilience; requiring accountability; achieving performance excellence; and thereby ensuring ongoing organizational success.

The values and strategies leaders define should help guide all of your organization's activities and decisions. Senior leaders should inspire and encourage your entire workforce to contribute, to develop and learn, to be innovative, and to embrace meaningful change. Senior leaders should be responsible to your organization's governance body for their actions and performance, and the governance body should be responsible ultimately to all your stakeholders for your organization's and its senior leaders' ethics, actions, and performance.

Senior leaders should serve as role models through their ethical behavior and their personal involvement in planning, providing a supportive environment for innovation, communicating, coaching and motivating the workforce, developing future leaders, recognizing workforce members, promoting diversity, equity, and inclusion, and reviewing organizational performance. Senior leaders should demonstrate authenticity and admit to their missteps and opportunities for improvement. As role models, they can reinforce ethics, values, and expectations while building leadership, commitment, and initiative throughout the organization.

Student and Other Customer-Focused Excellence

Your students and other customers are the ultimate judges of your performance and the quality of your educational programs and services. Thus, your organization must consider all program and service features and characteristics, all modes of customer access and support, and all organizational values and behaviors that contribute value to your students and other customers. Such behavior leads to student and other customer acquisition, satisfaction, preference, trust, and loyalty; positive referrals; and, ultimately, your organization's ongoing success. Student-centered excellence has both current and future components: understanding the needs and requirements of students and other customers today and anticipating future needs and requirements, and market potential.

Many factors may influence value and satisfaction over the course of your students' and other customers' experience with your organization. These factors include your management of relationships with students and other customers, which helps build trust, confidence, and loyalty.

Student and other customer-focused excellence means much more than increasing student achievement, merely meeting minimum proficiency standards, or reducing the need for remediation. Nevertheless, these factors contribute to your students' and other customers' view of your organization and thus are also important parts of student-centered excellence. In addition, your success in responding to performance gaps, complaints, or service process errors; fostering diversity, equity and inclusion; adapting to disruptions and innovations; and safeguarding student information is crucial for students and other customer satisfaction and engagement for the long term.

A student and other customer-focused organization addresses not only the educational program and service characteristics that meet basic student and other customer requirements but also those unique features and characteristics that differentiate the organization from competitors.

This differentiation may be based on accelerated program development, innovative or customized offerings, student experience, or modalities; combinations of offerings; multiple access and outward communication mechanisms; rapid response; price; or special relationships. These may include participation in alliances or collaborative, multilateral networks (ecosystems) of organizations that drive efficiency, effectiveness, and innovation.

Student and other customer-focused excellence is thus a strategic concept. It is directed toward student and other customer retention and loyalty, stronger brand recognition, market share gain, and growth. It demands constant sensitivity to changing and emerging student, other customer, and market requirements and to the factors that drive engagement. It demands close attention to the voice of the customer and anticipating changes in the market. Therefore, such excellence demands a student-focused culture and organizational agility.

Valuing People

An organization's success depends on an engaged workforce that benefits from meaningful work, clear organizational direction, the opportunity to learn, and accountability for performance. That workforce must also have a safe, trusting, and cooperative environment. The successful organization has a culture of diversity, equity, and inclusion that capitalizes on the diverse backgrounds and characteristics, knowledge, skills, creativity, and motivation of its workforce, partners, and collaborators. Promoting diversity is recognizing personal differences among workforce members, e.g., religion, ethnicity, and gender. Promoting equity means ensuring that all customers and workforce members are treated fairly and that all workforce members can reach their full potential. Inclusion refers to empowering participation and promoting a sense of belonging. The successful organization values all people affected by the organization's actions, who have a stake in the organization, including students and other customers, stockholders, and community members.

Valuing the people in your workforce means committing to their engagement, development, and well-being. Major challenges in valuing your workforce members include (1) demonstrating your leaders' commitment to their success; (2) providing motivation and recognition that go beyond the regular compensation system; (3) supporting work-life balance through flexible work tailored to varying workplace and life needs; (4) creating an inclusive, equitable environment for a diverse workforce; (5) offering development and progression within your organization; (6) providing support during disruptions and transitions; (7) sharing your organization's knowledge so that your workforce can better serve your customers and contribute to achieving your strategic objectives; (8) creating an environment that encourages intelligent risk-taking to achieve innovation; and (9) developing a system of the workforce and organizational accountability for performance.

The success of your workforce members—including your leaders—depends on their having opportunities to learn. This learning includes preparing people for future organizational core competencies. On-the-job training offers a cost-effective way to cross-train and to link training more closely to your organization's capacity needs and priorities. If your organization relies on volunteers (where applicable) their personal development and learning are also important to consider.

To accomplish their overall goals, successful organizations build and value ecosystems of internal and external partnerships and collaborative, multilateral alliances. Internal partnerships may include collaboration between employees and management. Forming internal partnerships may also involve creating network relationships among people across work units and locations, or between employees and volunteers (where applicable) to improve flexibility, responsiveness, learning, and knowledge sharing. As services become more and more multidisciplinary, organizations may need new models and ecosystems, including partnerships with organizations outside the sector, alliances, consortia, and value networks. The Senior Leaders should serve as role models in ensuring that the whole organization is engaged.

Agility and Resilience

Success in today's ever-changing, globally competitive environment demands agility and organizational resilience. Agility requires a capacity for rapid change and for flexibility in operations. Organizational resilience is the ability to anticipate, prepare for, and recover from disasters, emergencies, and other disruptions, and—when disruptions occur—to protect and enhance workforce and customer engagement, supply-network and financial performance, organizational productivity, and community well-being. Resilience includes the agility to modify plans, processes, and relationships whenever circumstances warrant.

Organizations face ever-shorter cycles for introducing new or improved services and programs, and for responding rapidly to new or emerging issues. Organizations must be capable of managing risk and making changes on an ever-shorter cycle time. Major improvements in response times often require new work systems; rapid decision making; reduced bureaucracy; the simplification of work processes; agile, efficient supplier and partner networks; effective, efficient communication with the workforce, partners, suppliers and key institutions in the community; and the ability for rapid changeover from one process or location or modality to another.

All aspects of time performance are now more critical, and cycle time is a key process measure. Other important benefits can be derived from this focus on time; time improvements often drive simultaneous improvements or changes in your work systems, organization, quality, cost, supply-network integration, productivity, and ongoing success in a challenging market. A major success factor in meeting competitive challenges is design-to-introduction time (the time it takes to initiate a program or service feature) or innovation cycle time. To meet the demands of rapidly changing markets, your organization needs to carry out stage-to-stage integration of activities from research or concept to implementation. Disruptive events are occurring more frequently, triggered by economic upheaval or stress, major weather or health events, social or societal demands, or innovative technologies or product introductions.

For an organization to be resilient, leaders must cultivate the agility to anticipate opportunities and threats, adapt strategy to changing circumstances, and have robust governance with a culture of trust. Organizations must embrace data-rich thought processes and equip their employees with ongoing learning of new skills.

Agility and resilience can also be achieved through your organizational ecosystem, in which collaborations, strategic partnerships, or alliances may offer complementary core competencies that allow rapid response to disruptions, entry into new markets, a basis for new educational programs or services, or a rethinking of offerings in a larger context. Your ecosystem may also permit you to address common issues quickly by blending your organization's core competencies or leadership capabilities with other organizations' complementary strengths and capabilities, creating a new source of strategic advantage and support for cocurricular and extracurricular offerings. The result may be broad, interdependent, agile ecosystems that include traditional partners and collaborators, as well as competitors, students, other customers, communities, and organizations outside the education sector.

Organizational Learning

Achieving the highest levels of organizational performance requires a well-executed approach to organizational learning that includes sharing knowledge via systematic processes. In today's demanding environment, a cross-trained and empowered workforce and effective management of up-to-date organizational knowledge are vital assets. Organizational learning includes continuous improvement of existing approaches; the adoption of best practices and innovations; and significant, discontinuous change or innovation, leading to new goals, approaches, programs, services, and markets.

Learning needs to be embedded in the way your organization operates. This means that learning (1) is a regular part of daily work; (2) results in solving problems at their source (root cause); (3) is focused on building and sharing knowledge throughout your organization; and (4) is driven by opportunities to effect significant, meaningful change and to innovate.

Sources for learning include ideas from faculty, staff, and volunteers; research and development; students' and other customers' input; best-practice sharing; competitors' performance; and benchmarking. Your organizational ecosystem is another source of learning.

Organizational learning in education can result in (1) enhanced value to students and other customers through new and improved programs and services and student and other customer support; (2) the development of new opportunities; (3) the development of new and improved processes or business models; (4) reduced errors, variability, wastes, and related costs; (5) increased productivity in the use of all your resources; (6) enhanced performance in making societal contributions; and (7) greater agility in managing change and disruption.

Focus on Success and Innovation

Ensuring your organization's success now and in the future requires an understanding of the short- and longer-term factors that affect your organization and its environment. It also requires the ability to drive organizational innovation.

Sustained success requires managing uncertainty in the environment, as well as balancing some stakeholders' short-term demands with the need to invest in long-term success. The pursuit of sustained growth and performance leadership requires a strong future orientation and a willingness to make long-term commitments to key stakeholders—your students and other customers; your workforce, suppliers, and partners; the public; and your community. It also requires the agility to modify plans, processes, and relationships whenever circumstances warrant.

Your organization's planning and resource allocation should anticipate many factors, such as students' and other customers' short- and long-term expectations; new education and partnering opportunities; potential crises, including events that disrupt economic and social conditions; technological developments; workforce capacity and capability needs; community and societal expectations and needs; your competitive market; security and cybersecurity risks; changes in student, other customer, and market segments; new business models; evolving regulatory requirements; changes in community and societal expectations and needs; and strategic moves by competitors. Your strategic objectives and resource allocations need to accommodate these influences.

A focus on success includes ensuring resilience; developing your leaders, workforce, and suppliers; accomplishing effective succession planning; and anticipating areas for societal contributions and concerns. A focus on success also includes a focus on innovation—making meaningful change to improve educational programs and services, processes, operations, business models, or societal well-being, with the purpose of creating new value for stakeholders. Innovation should lead your organization to new dimensions of performance and success. Innovation may be present in organizations of all sizes, sectors, and maturity levels; in some cases, an organization's genesis is an innovation, with work systems and work processes developing as the organization matures.

Innovation is important for all aspects of your operations and all work systems and work processes. Innovation benefits from a supportive environment, a process for identifying strategic opportunities, and the pursuit of intelligent risks. Innovation and incremental continuous improvement are different, but complementary, concepts. Successful organizations use both approaches to improve performance. Your organization should be led and managed so that identifying strategic opportunities and taking intelligent risks become part of the learning culture. Innovation should be integrated into daily work and be supported by your performance improvement system. Systematic processes for identifying strategic opportunities should reach across your entire organization and should explore strategic alliances with complementary organizations and with organizations that have historically been outside your ecosystem.

Innovation may arise from adapting innovations in other industries to achieve a breakthrough in the education sector. It builds on the accumulated knowledge of your organization and its people and the innovations of partners, collaborators, competitors, customers, and other relevant organizations, including those outside your sector. It may involve collaboration among people who do not normally work together and are in different parts of the organization. This can lead to the maximizing of learning through shared information and the willingness to use concepts from outside the organization as idea generators. Therefore, the ability to rapidly disseminate and capitalize on new and accumulated knowledge is critical to driving organizational innovation and success.

Management by Fact

Management by fact requires you to measure and analyze your organization's performance, both inside the organization and in your competitive environment. Measurements should derive from organizational needs and strategy, and they should provide critical data and information about key processes, outputs, results, outcomes, and competitor and education-sector performance. Organizations need many types of data and information to effectively manage their performance. Data and information may come in many forms, such as numerical, graphical, or qualitative, and from many sources, including internal processes, surveys, and the Internet (including social media). Performance measurement should include measurement of student learning; customer, program, service, and process performance; comparisons of operational, market, and competitive performance; supplier, workforce, partner, cost, and financial performance; governance and compliance results; and accomplishment of strategic objectives.

A major consideration in performance improvement and change management is the selection and use of performance measures or indicators. The measures or indicators you select should best represent the factors that lead to improved student learning outcomes and improved student, other customer, operational, financial, and societal performance. A comprehensive yet carefully culled set of measures or indicators tied to student/other customer and organizational performance requirements provides a clear basis for aligning all processes with your organization's goals.

Measures and indicators support you in making decisions, in a timely manner, in a rapidly changing environment. By analyzing data from your tracking processes, you can evaluate the measures or indicators themselves and change them to better support your goals.

Analysis means extracting larger meaning from data and information, and using knowledge and wisdom to support evaluation, decision making, improvement, and innovation. It entails using data to determine trends, projections, and cause-and-effect relationships that may not otherwise be evident. Analysis supports a variety of purposes, such as planning, reviewing your overall performance, improving operations, comparing your performance with comparable organizations or with best-practice benchmarks, and managing change. To facilitate analysis, data may need to be aggregated from various sources. Data may also need to be segmented by customer and workforce to gain deeper understanding.

Societal Contributions

Your organization's leaders should stress contributions to the public and the consideration of societal well-being and benefit. Leaders should be role models for your organization and its workforce in the protection of public health, safety, and the environment. This protection applies to any impact of your organization's operations. Also, your organization should emphasize resource conservation, reuse, repurpose, and waste reduction at the source. Planning should anticipate adverse impacts that may arise in facilities management, laboratory operations, and transportation. The circular economy may be adopted as it goes back to the beginning to prevent waste and pollution from being created in the first place. In the face of current environmental challenges, recycling won't be enough to overcome the sheer amount of waste produced. Thus, your organization should emphasize resource conservation, reuse, repurpose, and waste reduction at the source. Effective planning should reduce or prevent problems; provide for a forthright response if problems occur; and make available the information and support needed to maintain public awareness, safety, and confidence.

Your organization should meet all sectoral, local, national, and international laws and regulatory requirements and should also treat these and related requirements as opportunities to excel beyond minimal compliance. Considering societal well-being and benefit means leading and supporting the environmental, social, and economic systems in your organization's sphere of influence.

Such leadership and support may include improving education, health care, and other services in your community; pursuing environmental excellence; being a role model for addressing socially important issues, such as diversity, equity, and inclusion; practicing resource conservation; reducing your carbon footprint; performing community service and charity; improving organizational practices; and sharing nonproprietary information. Increasingly, such societal contributions are a customer or stakeholder requirement.

For a role-model organization, leadership also entails influencing other organizations, private and public, to partner for these purposes. Managing societal contributions requires your organization to use appropriate measures and your leaders to assume responsibility for those measures.

Ethics and Transparency

Your organization should stress ethical behavior in all stakeholder transactions and interactions. Your organization's governance body should require highly ethical conduct and monitor all conduct accordingly. Your senior leaders should be role models of ethical behavior and make their expectations of the workforce very clear. Your organization's ethical principles are the foundation for your culture and values. They distinguish right from wrong. Clearly articulated ethical principles, along with your organizational values, empower your people to make effective decisions and may serve as boundary conditions for determining organizational norms and prohibitions.

Transparency is characterized by consistently candid and open communication, accountability, and the sharing of clear and accurate information by leadership and management. The benefits of transparency are manifold. Transparency is a key factor in workforce engagement and allows people to see why actions are being taken and how they can contribute.

Transparency and accountability are also important in interactions with customers and other stakeholders, giving them a sense of involvement, engagement, and confidence in your organization. Ethical behavior and transparency build trust in the organization and its leaders and engender a belief in the organization's fairness and integrity that is valued by all key stakeholders.

Delivering Value and Results

By delivering and balancing value for key stakeholders, your organization builds loyalty, contributes to growing the economy, and contributes to society. To meet the sometimes conflicting and changing aims that balancing value requires, your organizational strategy should explicitly include key stakeholder requirements. This will help ensure that plans and actions meet differing stakeholder needs and avoid adverse impacts on any stakeholders. A balanced composite of leading and lagging performance measures is an effective means to communicate short- and longer-term priorities, monitor actual performance, and provide a clear basis for improving results.

Your organization's performance measurements need to focus on key results. Results should be used to deliver and balance value for your key stakeholders—your students and their parents; other customers; your workforce, suppliers, partners, and collaborators; the public; and the community. Thus, results need to be a composite of measures that include not just student learning and budgetary results, but also program, service, and process results; student, other customer, and workforce satisfaction and engagement results; and leadership, strategy, and societal performance.

Love of Country

As embodied in the 1987 Philippine Constitution, organizations shall support the Government in building a just and humane society, promote the common good, conserve and develop patrimony, and secure posterity, blessings of independence, and democracy under the rule of law, truth, justice, freedom, love, equality, and peace.

A high-performing organization exemplifies love of country as it takes pride of in the country, people, language, cultural, and historical origin; as it adheres to the rule of law, society, and environment; and as it demonstrates responsible citizenship, and respect and reverence to national symbols representing the Philippines as embodied in the Flag and Heraldic Code of the Philippines otherwise known as Republic Act 8491.
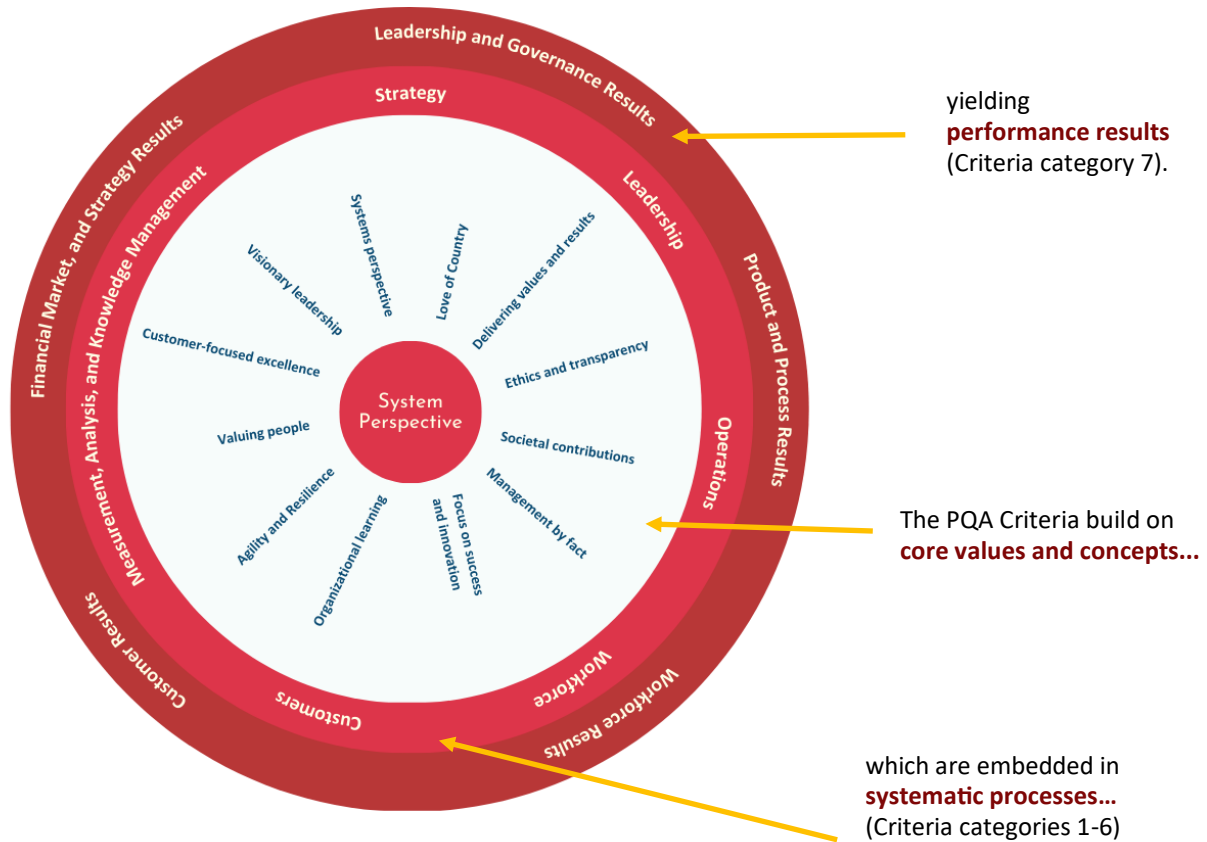
Love of country can be demonstrated through good citizenship that organization can exemplify by meeting and surpassing legal and regulatory requirements and by ensuring ethical behavior in all interactions. It means giving back to society by contributing to the well-being of its environmental, social, and economic systems. Your senior leaders, in concert with the workforce, must actively support and strengthen the organization's key communities. Love of country can be manifested by the leaders in reinforcing the following through communication, policies, and programs, as applicable: value the dignity of every member of the workforce and guarantee full respect for human rights; be a productive citizen; be aware of the issues in the country; be proud of Filipino achievements; provide adequate social services, promote a rising standard of living and an improved quality of life for all; patronize and support locally produced inputs, products, and services; preserve the culture; value traditions; remember and commemorate our heroes' sacrifices for the country; love for family, neighbors, and compatriots; and uphold the principle of unity in diversity in a climate of free artistic and intellectual expression.

Love of country can be shown by ensuring cybersecurity against any international or local cyberattacks, organizations not only defend themselves but the country as well by protecting sensitive or privileged data and information and key assets, and ensuring operational continuity. The organization should identify and prioritize key informational technology and operational systems to secure and protect these systems, detect cybersecurity events, and respond to and recover from cybersecurity incidents.

Considering that the Philippines is located along the typhoon belt and the Pacific "ring of fire", the organization must ensure preparedness for natural calamities, disasters, and emergencies. It must be able to anticipate, prepare for, absorb, and recover from these disruptions for organizational continuity and resilience. By being prepared and able to continue its operations despite difficulties, the organization, together with its supply network and partners, can help its community recover as those most often affected are the poorest and most marginalized people.

Organizations must contribute to the global competitiveness of the Philippines by identifying best practices through external benchmarking, identifying gaps in performance, developing priorities for continuous improvement and innovation, and addressing these in the strategic and action plans. When applicable, organizations must consider the Philippine Development Plan in their strategic planning process. Ensuring Philippine competitiveness also requires the development of the senior leaders and the workforce through the organization's learning and development system and the provision of an excellent workforce environment, benefits, and rewards and recognition.

The Role of Core Values and Concepts

yielding **performance results** (Criteria category 7).

The PQA Criteria build on **core values and concepts...**

which are embedded in **systematic processes...** (Criteria categories 1-6)

Your organization's performance measurements need to focus on key results. Results should be used to deliver and balance value for your key stakeholders—your students and their parents; other customers; your workforce, suppliers, and partners; the public; and the community.

Thus results need to be a composite of measures that include not just student learning and budgetary results, but also process results; student, other customer, and workforce satisfaction and engagement results; and leadership, strategy, and societal performance.

How to Respond to the Criteria

These guidelines explain how to respond most effectively to the requirements of the 17 process and results Education Criteria items. See also the Scoring System, including the scoring guidelines (pages 55-60), which describes how to assess responses and determine your organization's performance accomplishments.

First Steps

1. Learn about the PQA framework.

Become familiar with the following sections, which provide a full orientation to the PQA framework:

- Education Criteria for Performance Excellence (pages 10-41)
- Scoring System (pages 55-60)
- Glossary of Key Terms (pages 61-71)

2. Understand how to read and respond to a Criteria item.

Review the Education Criteria for Performance Excellence Structure (pages 6), which shows the types of items, the different parts of the items, and the role of each part. Pay particular attention to the multiple requirements within the areas to address and the notes. Item requirements are presented as questions. Some requirements in the areas to address include multiple questions. To fully respond to the requirements, address all the questions, as missing information will be interpreted as a gap in your performance management system.

However, you do not need to answer each question separately. These multiple questions express the full meaning of the information being requested. You may group responses to multiple questions within a single area to address in a way that is appropriate to your organization.

3. Review the scoring guidelines.

Consider both the Criteria and the scoring guidelines (pages 53–54) as you prepare your responses.

As a complement to the requirements of the process items (categories 1–6), the process scoring guidelines address the maturity of your approaches, the extent of their deployment, the extent of learning, and the extent of integration with other elements of your performance management system. Similarly, as a complement to the requirements of the results items (category 7), the results scoring guidelines focus on the actual performance levels, the

significance of the results trends, relevant comparative data, integration with important elements of your performance management system, and the results of the improvement process.

4. Understand the meaning of key terms.

Many terms in the Criteria and scoring guidelines have meanings that may differ somewhat from common meanings. Terms printed in UPPERCASE are defined in the Glossary of Key Terms (pages 61-71). Understanding these terms can help you accurately self-assess your organization and communicate your processes and results to those reviewing your responses and planning your improvement efforts.

5. Start with the Organizational Profile

The Organizational Profile (pages 10-13) is the most appropriate starting point. Whether you are using the Criteria for self-assessment, writing an application, or reviewing either of these, the Organizational Profile helps you understand what is most relevant and important to your organization's business, mission, and performance.

Responding to Process Items

Although the Criteria focus on key organizational performance results, these results by themselves offer little diagnostic value. For example, if some results are poor or are improving at rates slower than your competitors' or comparable organizations' results, you need to understand why this is so and what you might do to accelerate improvement. Your responses to process items (categories 1–6) permit you or those who are reviewing your responses to diagnose your organization's most important processes—the ones that contribute most to organizational performance improvement and result in key outcomes or performance results. This diagnosis and the quality of the feedback you receive depend heavily on the content and completeness of your responses. For this reason, respond to these items by providing information on your key processes. Guidelines for organizing and reviewing such information follow.

1. Understand the meaning of *how*.

In responding to questions in process items that begin with how, give information on your key processes with regard to Approach, Deployment, Learning, and Integration (ADLI) ; see the Scoring System, page 55). Responses lacking such information, or merely providing an example, are referred to in the scoring guidelines as *anecdotal information.*

Show that *approaches* are systematic. Systematic approaches are repeatable and use data and information to enable learning. In other words, approaches are systematic if they build in the opportunity for evaluation, improvement, innovation, and knowledge sharing, thereby enabling a gain in maturity.

Show *deployment.* In your responses, summarize how your approaches are implemented in different parts of your organization.

Show evidence of *learning.* Give evidence of evaluation and improvement cycles for processes, as well as the potential for innovation. Show that process improvements are shared with other appropriate units of your organization to enable organizational learning.

Show *integration.* Integration is alignment and harmonization among processes, plans, measures, actions, and results. This harmonization generates organizational effectiveness and efficiencies.

Showing alignment in the process items and tracking corresponding measures in the results items should improve organizational performance.
In your responses, show alignment in four areas:

• In the Organizational Profile, make clear what is important to your organization.

• In Strategy (category 2), including the strategic objectives, action plans, and core competencies, highlight your organization's areas of greatest focus and describe how you deploy your strategic plan.

• In describing organizational-level analysis and review (item 4.1), show how you analyze and review performance information as a basis for setting priorities.

• In Strategy (category 2) and Operations (category 6), highlight the work systems and work processes that are key to your organization's overall performance.

2. Understand the meaning of what.

Two types of questions in process items begin with what. The first requests basic information on key processes and how they work. Although it is helpful to state who performs the work, diagnosis or feedback also requires a description of how the process works.

The second type of what question asks you to report key findings, plans, objectives, goals, or measures. These questions set the context for showing alignment and integration in your performance management system. For example, when you identify key strategic objectives, your action plans, some performance measures, and some results in category 7 are expected to relate to those strategic objectives.

Responding to Results Items

1. Focus on your organization's most critical performance results.

Report results that cover the most important requirements for your organization's success, as highlighted in the Organizational Profile and in the Leadership, Strategy, Customers, Workforce, and Operations categories.

2. Report levels, trends, and comparisons, and show integration.

Report *performance levels* on a meaningful measurement scale.

Report *trends* to show the directions of results and rates of change in areas of importance. A minimum of three historical data points is generally needed to ascertain a trend. Trends should represent historic and current performance and not rely on projected (future) performance.

There is no minimum period for trend data; time intervals between data points should be meaningful for the measure(s) you report. Trends might span five or more years or less than one year, depending on what is meaningful. For important results, include new data even if trends are not yet well established. Explain trends that show a significant beneficial or adverse change.

Report *comparisons* to show how your results compare with those of other, appropriately selected organizations.

Show *integration* by including all important results, and segment them appropriately (e.g., by important student, other customer, workforce, process, and educational program and service groups).

Responding Efficiently

1. Cross-reference when appropriate.

Ensure that each item response is as self-contained as possible and that responses to different items are mutually reinforcing. To accomplish this, refer to other responses rather than repeat information. In such cases, give key process information in the item requesting that information. For example, you would describe workforce development and learning systems in item 5.2. Discussions about workforce development and learning elsewhere in your application would then reference but not repeat details given in item 5.2.

2. Use a compact format.

To make the best use of space, use flowcharts, tables, and lists to present information concisely. Page limits are designed to force your organization to consider what is most important in managing your enterprise and reporting your results.

3. Use graphs and tables.

You can report many results compactly by using graphs and tables. When you report results over time or compare them with others, "normalize" them (i.e., present them in a way—for example, as ratios—that takes size factors into account). For example, if the number of employees has varied over the period or if you are comparing your results to those of organizations differing in size, safety trends will be more meaningful if you report them as lost workdays per 100 employees rather than as total lost workdays.

The graph (page 48) shows one part of a possible response to item 7.1, Student Learning and Process Results. The organization has identified gains in Math achievement as a key success measure. Gains on a nationally normed assessment (with a scale of 0–500 points) is one of its measures.

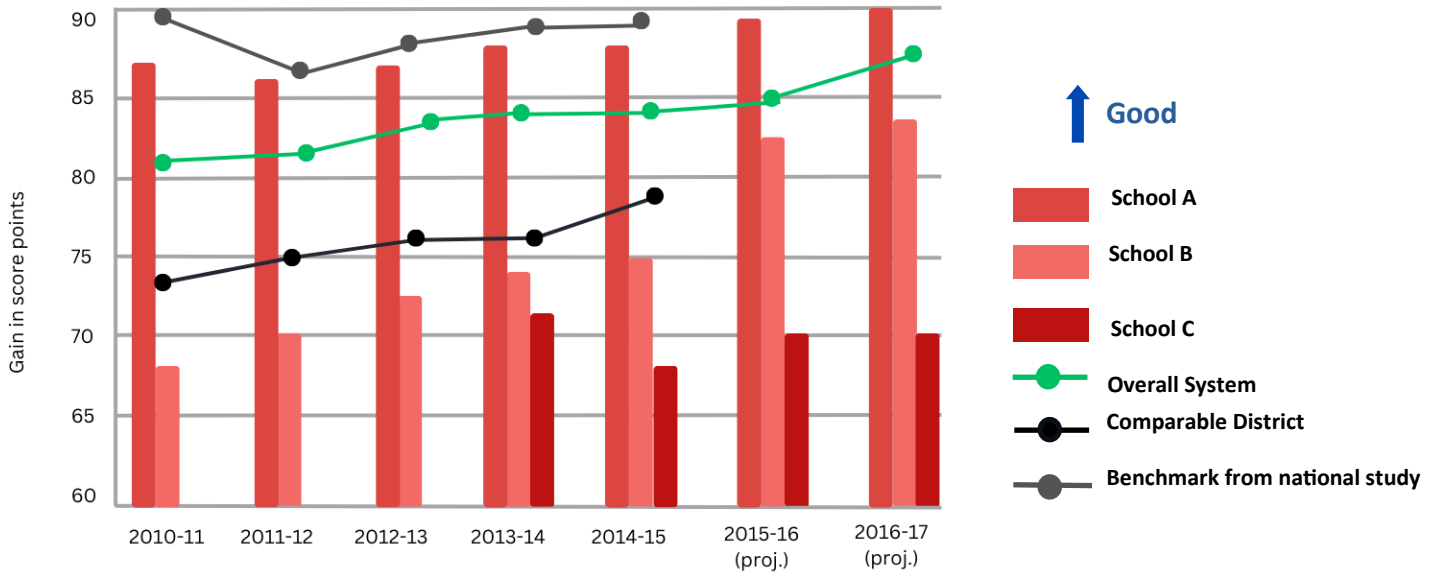The graph illustrates a number of characteristics of clear and effective results reporting:

- Both axes and units of measure are clearly labeled.
- Levels and trends are reported for a key performance measure—gains in math achievement.
- Results are presented for several years.
- An arrow indicates that an upward trend is good for this measure.
- Appropriate comparisons are shown clearly.
- In a single graph, the organization shows that it tracks gains in math achievement at the overall system level and the school level.
- The organization projects gains in math achievement for all schools from 2014–2015 to 2016–2017, including discontinuous or breakthrough improvement relative to prior performance for school B. The text should explain this breakthrough change and might refer to critical learning from school A as the basis for the projected change.

Interpreting the graph with the scoring guidelines in mind would result in the following observations on the organization's performance and maturity level:

- The current overall organizational performance level is excellent. This conclusion is supported by the comparison with a comparable district and a national benchmark level.
- The overall organization shows beneficial improvement trends sustained over time.
- School A is the current performance leader—showing sustained high performance and a slightly beneficial trend in gains since 2011–2012. School B shows rapid improvement. Its performance is close to that of the comparable district but trails school A.
- School C—identified in the text as a newly opened school—is having early problems achieving gains but is projecting a turnaround. (The organization should briefly explain these problems and the basis for the turnaround.)

The organization has projected increasing gains in math achievement for all schools. School C continues to lag behind the others and is projected to show improvement in 2015–2016.

Figure 7.1-3 Gains in Math Achievement

Legend:
- School A
- School B
- School C
- Overall System
- Comparable District
- Benchmark from national study

↑ Good

Y-axis: Gain in score points (60, 65, 70, 75, 80, 85, 90)

X-axis: 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, 2015-16 (proj.), 2016-17 (proj.)

Scoring System

The scoring of responses to PQA Education Criteria for Performance Excellence items is based on two evaluation dimensions: process (categories 1–6) and results (category 7).

To score Criteria responses, consider the following information relative to the item requirements and the scoring guidelines (pages 59-60):

• The key business factors presented in the Organizational Profile
• The maturity and appropriateness of the approaches, the breadth of their deployment, and the strengths of the learning and improvement process and of the results presented

Scoring Dimensions

Process

Process refers to the methods your organization uses and improves, which address the requirements in categories 1–6. The four factors used to evaluate process are Approach, Deployment, Learning, and Integration (ADLI). PQA-based feedback reflects strengths and opportunities for improvement in these factors. A score for a process item is based on a holistic assessment of your overall performance, taking into account the four process factors.

Approach comprises

• the methods used to carry out the process,
• the appropriateness of these methods to the item requirements and your operating environment,
• the effectiveness of your use of the methods, and
• the degree to which the approach is repeatable and based on reliable data and information (i.e., systematic).

Deployment is the extent to which

• your approach addresses item requirements that are relevant and important to your organization,
• your approach is applied consistently, and
• your approach is used by all appropriate work units.

Learning comprises

• the refinement of your approach through cycles of evaluation and improvement,
• the encouragement of breakthrough change to your approach through innovation, and

• the sharing of refinements and innovations with other relevant work units and processes in your organization.

See "From Fighting Fires to Innovation" on page 57, which illustrates a progression through the maturity levels for this scoring dimension.

Integration is the extent to which

• your approach is aligned with the organizational needs identified in the Organizational Profile and other process items;
• your measures, information, and improvement systems are complementary across processes and work units; and
• your plans, processes, results, analyses, learning, and actions are harmonized across processes and work units to support organization-wide goals.

In scoring process items, keep in mind that approach, deployment, learning, and integration are linked. Descriptions of approach should always indicate the deployment—consistent with the specific requirements of the item and your organization. As processes mature, the description should also show cycles of learning (including innovation), as well as integration with other processes and work units (see "Steps toward Mature Processes," page 58).

Results

Results are the outputs and outcomes your organization achieves, which address the requirements in category 7. The four factors used to evaluate results are Levels, Trends, Comparisons, and Integration (LTCI). A score for a results item is based on a holistic assessment of your overall performance, taking into account the four results factors.

Levels are

• your current performance on a meaningful measurement scale.

Trends comprise

• your rate of performance improvement or continuation of good performance in areas of importance (i.e., the slope of data points over time).

Comparisons comprise

- your performance relative to that of other, appropriate organizations, such as competitors or organizations similar to yours, and
- your performance relative to education-sector leaders or benchmarks.

Integration is the extent to which

- your results measures (often through segmentation) address important performance requirements relating to students and other customers, educational programs and services, markets, processes, and action plans identified in your Organizational Profile and in process items;
- your results include valid indicators of future performance; and
- your results reflect harmonization across your processes and work units to support organization-wide goals.

In the scoring of results items, look for data on performance levels, trends, and relevant comparisons for key measures and indicators of your organization's performance, as well as integration with your organization's key requirements. Results items should also show data on the breadth of the performance results reported. This is directly related to deployment and organizational learning; if improvement processes are widely shared and deployed, there should be corresponding results.

"Importance" as a Scoring Consideration

A critical consideration in PQA evaluation and feedback is the importance of your reported process and results to your key business factors. The areas of greatest importance should be identified in your Organizational Profile and in items such as 2.1, 2.2, 3.2, 5.1, 5.2, and 6.1. Your key customer requirements, competitive environment, workforce needs, key strategic objectives, and action plans are particularly important.

How to Score an Item Response

Follow these steps in assigning a score to an item response.

Look at the scoring guidelines (pages 55-60). Decide which scoring range (e.g., 50–65%) is most descriptive of the organization's achievement level as presented in the item response.

Choose this range based on a holistic view of either the four process factors (ADLI) or the four results factors (LTCI) in aggregate; do not tally or average independent assessments of each of the four factors. The "most descriptive" range is not necessarily a perfect fit and often reflects some gaps between the response and the description of one or more of the factors in the chosen scoring range.

Read the next higher and the next lower scoring ranges. Assign a score (e.g., 55%) within the chosen range by evaluating whether the item response is closer to the statements in the next higher or the next lower scoring range.

As you assign scores, keep in mind these descriptions of the midpoint of the scoring continuum.

A process item score of 50% represents an approach that meets the overall requirements of the item (is responsive to the leading questions), is deployed consistently and to most work units, has been through some cycles of improvement and learning, and addresses key organizational needs. Higher scores reflect greater achievement, demonstrated by broader deployment, significant organizational learning, and increased integration.

A results item score of 50% represents a clear indication of good performance levels, beneficial trends, and appropriate comparative data for the results areas that are covered in the item and that are important to the organization's business or mission. Higher scores reflect better performance levels and trends, stronger comparative performance, and broader coverage and integration with the organization's requirements or mission.

From Fighting Fires to Innovation: An Analogy for Learning

Learning is an essential attribute of high-performing organizations. Effective, well-deployed organizational learning can help an organization improve from the early stages of reacting to problems to the highest levels of organization-wide improvement, refinement, and innovation.
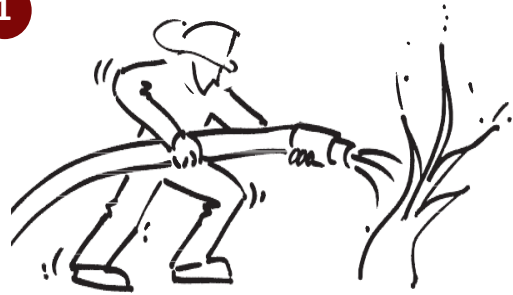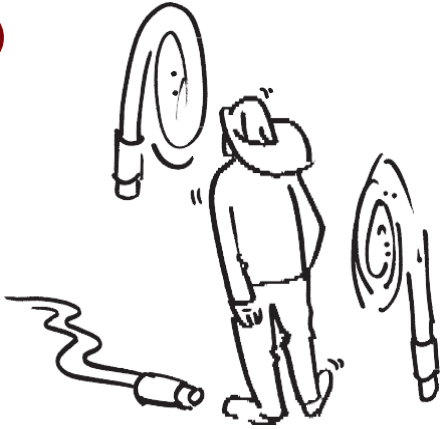

Reacting to the problem (0-5%)
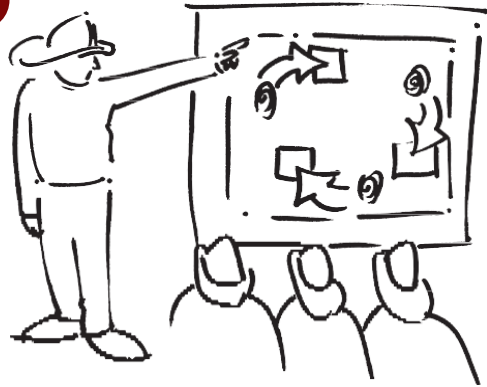Run with the hose and put out the fire.

General improvement orientation (10-25%)

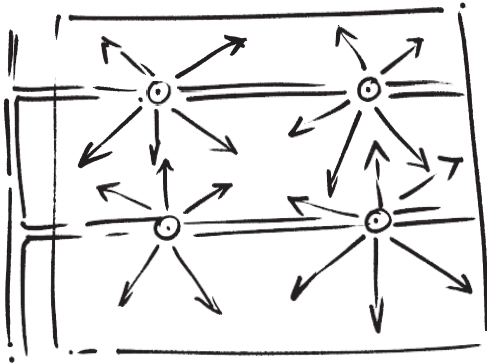Install more fire hoses to get to the fires quickly and reduce their impact.

Systematic evaluation and improvement (30-45%)

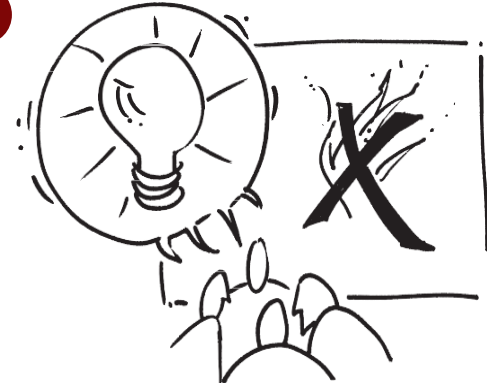Evaluate which locations are most susceptible to fire. Install heat sensors and sprinklers in those locations.

Learning and strategic improvement (50-65%)

Install systematic heat sensors and a sprinkler system that is activated by the heat preceding fires.


Organizational analysis and innovation (70-100%)

Use fire proof and fire-retardant materials. Replace combustible liquids with water-based liquids. Prevention is the primary approach for protection, with sensors and sprinklers as the secondary line of protection. This approach has been shared with all facilities and is practiced in all locations.
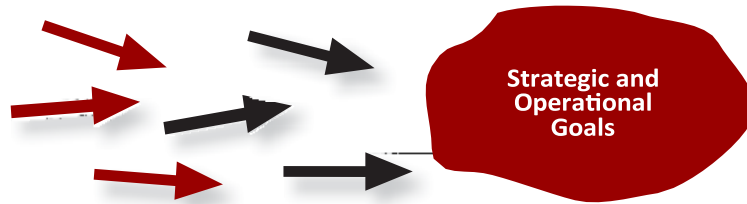
Steps toward Mature Processes

An Aid for Assessing and Scoring Process Items

**Reacting to Problems (0–25%)**
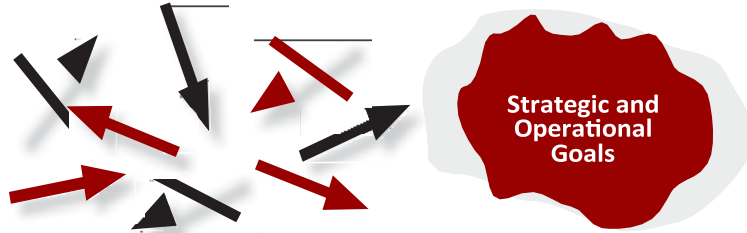
Operations are characterized by activities rather than by processes, and they are largely responsive to immediate needs or problems. Goals are poorly defined.

Early Systematic Approaches (30–45%)

The organization is beginning to carry out operations with repeatable processes, evaluation, and improvement, and there is some early coordination among organizational units. Strategy and quantitative goals are being defined.

Aligned Approaches (50–65%)
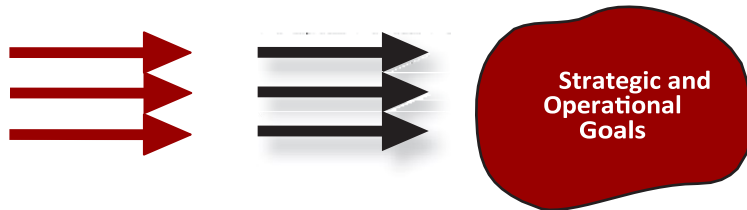
Operations are characterized by repeatable processes that are regularly evaluated for improvement. Learnings are shared, and there is coordination among organizational units. Processes address key strategies and goals.

Integrated Approaches (70–100%)
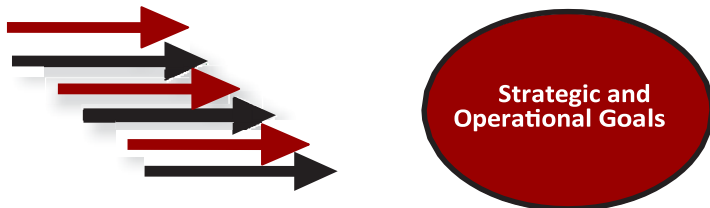
Operations are characterized by repeatable processes that are regularly evaluated for change and improvement in collaboration with other affected units. The organization seeks and achieves efficiencies across units through analysis, innovation, and the sharing of information and knowledge. Processes and measures track progress on key strategic and operational goals.

Process Scoring Guidelines (For Use with Categories 1-6)

SCORE	DESCRIPTION
90%, 95%, or 100%	• An EFFECTIVE, SYSTEMATIC APPROACH, fully responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) • The APPROACH is fully DEPLOYED without significant weaknesses or gaps in any areas or work units. (D) • Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING through INNOVATION are KEY organization-wide tools; refinement and INNOVATION, backed by ANALYSIS and sharing, are evident throughout the organization. (L) • The APPROACH is well INTEGRATED with your current and future organizational needs as identified in response to the Organizational Profile and other process items. (I)
70%, 75%, 80%, or 85%	• An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) • The APPROACH is well DEPLOYED, with no significant gaps. (D) • Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING, including INNOVATION, are KEY management tools; there is clear evidence of refinement as a result of organizational-level ANALYSIS and sharing. (L) • The APPROACH is INTEGRATED with your current and future organizational needs as identified in response to the Organizational Profile and other process items. (I)
50%, 55%, 60%, or 65%	• An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the OVERALL REQUIREMENTS of the item, is evident. (A) • The APPROACH is well DEPLOYED, although DEPLOYMENT may vary in some areas or work units. (D) • A fact-based, SYSTEMATIC evaluation and improvement PROCESS and some organizational LEARNING, including INNOVATION, are in place for improving the efficiency and EFFECTIVENESS of KEY PROCESSES. (L) • The APPROACH is ALIGNED with your overall organizational needs as identified in response to the Organizational Profile and other process items. (I)
30%, 35%, 40%, or 45%	• An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the BASIC REQUIREMENTS of the item, is evident. (A) • The APPROACH is DEPLOYED, although some areas or work units are in early stages of DEPLOYMENT. (D) • The beginning of a SYSTEMATIC APPROACH to evaluation and improvement of KEY PROCESSES is evident. (L) • The APPROACH is in the early stages of ALIGNMENT with the basic organizational needs identified in response to the Organizational Profile and other process items. (I)
10%, 15%, 20%, or 25%	• The beginning of a SYSTEMATIC APPROACH to the BASIC REQUIREMENTS of the item is evident. (A) • The APPROACH is in the early stages of DEPLOYMENT in most areas or work units, inhibiting progress in achieving the BASIC REQUIREMENTS of the item. (D) • Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L) • The APPROACH is ALIGNED with other areas or work units largely through joint problem solving. (I)
0% or 5%	• No SYSTEMATIC APPROACH to item requirements is evident; information is ANECDOTAL. (A) • Little or no DEPLOYMENT of any SYSTEMATIC APPROACH is evident. (D) • An improvement orientation is not evident. Improvement is achieved by reacting to problems. (L) • No organizational ALIGNMENT is evident; individual areas or work units operate independently. (I)

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

Results Scoring Guidelines (For Use with Category 7)

SCORE	DESCRIPTION
90%, 95%, or 100%	• Excellent organizational PERFORMANCE LEVELS are reported, fully responsive to the MULTIPLE REQUIREMENTS of the item. (L) • Beneficial TRENDS have been sustained over time in practically all areas of importance to the accomplishment of your organization's MISSION. (T) • Practically all trends and current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or benchmarks and many comparisons show industry and benchmark. (C) • Organizational PERFORMANCE RESULTS and PROJECTIONS are reported for practically all KEY CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)
70%, 75%, 80%, or 85%	• Good-to-excellent organizational PERFORMANCE LEVELS are reported, responsive to the MULTIPLE REQUIREMENTS of the item. (L) • Beneficial TRENDS have been sustained over time in most areas of importance to the accomplishment of your organization's MISSION. (T) • Many to most TRENDS and current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of leadership and very good relative PERFORMANCE. (C) • Organizational PERFORMANCE RESULTS are reported for most KEY CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)
50%, 55%, 60%, or 65%	• Good organizational PERFORMANCE LEVELS are reported, responsive to the OVERALL REQUIREMENTS of the item. (L) • Beneficial TRENDS are evident in areas of importance to the accomplishment of your organization's MISSION. (T) • Some current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of good relative PERFORMANCE. (C) • Organizational PERFORMANCE RESULTS are reported for most KEY CUSTOMER, market, and PROCESS requirements. (I)
30%, 35%, 40%, or 45%	• Good organizational PERFORMANCE LEVELS are reported, responsive to the BASIC REQUIREMENTS of the item. (L) • Some TREND data are reported, and most of the TRENDS presented are beneficial. (T) • Early stages of obtaining comparative information are evident. (C) • RESULTS are reported for many areas of importance to the accomplishment of your organization's MISSION. (I)
10%, 15%, 20%, or 25%	• A few organizational PERFORMANCE RESULTS are reported, responsive to the BASIC REQUIREMENTS of the item, and early good PERFORMANCE LEVELS are evident. (L) • Some TREND data are reported, with some adverse TRENDS evident. (T) • Little or no comparative information is reported. (C) • RESULTS are reported for a few areas of importance to the accomplishment of your organization's MISSION. (I)
0% or 5%	• There are no organizational PERFORMANCE RESULTS, or the RESULTS reported are poor. (L) • TREND data either are not reported or show mainly adverse TRENDS. (T) • Comparative information is not reported. (C) • RESULTS are not reported for any areas of importance to the accomplishment of your organization's MISSION. (I)

Terms in UPPERCASE are designed in the Glossary of Key Terms (pages 61-71.

Glossary of Key Terms

The terms below are those in UPPERCASE in the PQA Education Criteria for Performance Excellence and scoring guidelines. Each term is followed by a definition in boldface. Subsequent sentences in the first paragraph elaborate on this definition. The paragraphs that follow provide examples, descriptive information, or key linkages to other information about the PQA framework.

ACTION PLANS. Specific actions that your educational organization takes to reach its strategic objectives. These plans specify the resources committed to and the time horizons for accomplishing the plans. Action plan development is the critical stage in planning when you make strategic objectives and goals specific so that you can effectively deploy them throughout the organization in an understandable way. In the Criteria, deploying action plans includes creating aligned measures for all affected departments and work units.

For example, a strategic objective for an educational institution might be to achieve above average student performance in national and/or international educational assessment. Thus, action plans could entail determining in which students have scored the lowest and/or understanding skill deficiencies in those learning areas or courses and developing curricula that enable students to acquire necessary competencies.

Deployment might also require specialized recruitment and training for some workforce members. Specifically, the educational organization might need to train or prepare the faculty in professional standards for teachers/trainers/faculty. Educational organization-level analysis and review would likely emphasize student learning, budgetary performance, and student and other customer satisfaction.

See also STRATEGIC OBJECTIVES.

ALIGNMENT. A state of consistency among plans, processes, information, resource decisions, workforce capability and capacity, actions, results, and analyses that support key organization-wide goals. Effective alignment requires a common understanding of purposes and goals. It also requires the use of complementary measures and information for planning, tracking, analysis, and improvement at three levels: organizational level; key process; and program, school or class level.

See also INTEGRATION.

ANALYSIS. The examination of facts and data to provide a basis for effective decisions. Analysis often involves determining cause-effect relationships. Overall organizational analysis guides you in managing work systems and work processes toward achieving key organizational results and attaining strategic objectives.

Although individual facts and data are important, they do not usually provide an effective basis for acting or setting priorities. Effective actions depend on an understanding of relationships, which is derived from the analysis of facts and data.

ANECDOTAL. In a response to a Criteria item, information that lacks specific methods; measures; deployment mechanisms; and evaluation, improvement, and learning factors. Anecdotal information frequently consists of examples and describes individual activities rather than systematic processes. For example, in an anecdotal response to how senior leaders deploy performance expectations, you might describe a specific occasion when a senior leader visited all of your organization's facilities. On the other hand, in properly describing a systematic process, you might include the methods all senior leaders use to communicate performance expectations regularly to all locations and workforce members, the measures leaders use to assess the effectiveness of the methods, and the tools and techniques you use to evaluate and improve the methods.

See also SYSTEMATIC.

APPROACH. The methods your organization use to carry out its processes. Besides the methods themselves, approach refers to the appropriateness of the methods to the item requirements and your organization's operating environment, as well as how effectively the organization uses those methods.

Approach is one of the factors considered in evaluating process items. For further description, see the Scoring System.

BASIC QUESTION. The most central concept of a Criteria item, as presented in the item title question. For an illustration, see Criteria for Performance Excellence Structure.

BENCHMARKS. Processes and results that represent the best practices and best performance for similar activities, inside or outside your organization's industry. Organizations engage in benchmarking to understand the current dimensions of world-class performance and to achieve discontinuous (non incremental) or "breakthrough" improvement.

Benchmarks are one form of comparative data which might include best-in-class industry data collected by a third party data on competitors' performance, comparisons with similar organizations that are in the same geographic area or that provide similar programs and services in other geographic areas (national and international), and information from the open literature (e.g., outcomes of research studies and practice guidelines).

CAPABILITY, WORKFORCE. See WORKFORCE CAPABILITY.

CAPACITY, WORKFORCE. See WORKFORCE CAPACITY.

CHARTER. Written grant by the legislative and/or executive branch by which public organizations are founded and their powers and functions defined.

COLLABORATORS. Organization or individuals who cooperate with your organization support a particular activity or event or who cooperate intermittently when their short-term goals are aligned with or are the same as yours. Collaborations do not involve formal agreements or arrangements.

See also PARTNERS.

CORE COMPETENCIES. Your organization's areas of greatest expertise; those strategically important, possibly specialized capabilities that are central to fulfilling your mission or that provide an advantage in your service environment. Core competencies are frequently challenging for competitors or suppliers and partners to imitate, and they might provide an on-going competitive advantage.

The absence of a needed core competency might result in a significant strategic challenge or disadvantage for your organization.

Core competencies might involve technological expertise or unique program and service offerings that respond to the needs of your students, other customers and stakeholders. Examples are those that should help in mitigating environmental and climate concerns including poverty alleviation in the community.

CUSTOMER. An actual or potential user of your organization's educational programs and services. Customers include the direct users of your programs and services (students and possibly parents), as well as others who pay for your programs and services. The PQA framework refers to your current and future students and other customers, as well as your competitors' students and other customers.

Student-centered excellence is a PQA core value embedded in the beliefs and behaviors of high-performing organizations. Student focus impacts and should be a factor in integrating your organization's strategic directions, work systems and work processes, and organizational performance results.

See also STAKEHOLDERS for the relationship between customers and others who might be affected by your educational programs and services.

CUSTOMER ENGAGEMENT. Your students' and other customers' investment in or commitment to your organization and your educational program and service offerings. It is based on your ongoing ability to serve their needs and build relationships so that they will continue using your programs and services. Characteristics of engaged students and other customers include retention, loyalty, willingness to make an effort to use and support—and to continue to use and support—your programs and services, and willingness to actively advocate for and recommend you and your offerings.

CULTURE. The shared values, attitudes, standards, beliefs and practices that characterize members of an organization. These are commonly shared ways of thinking, believing and doing things in the organization, whether it is formal or in non-formal context.

CYCLE TIME. The time required to fulfill commitments or complete tasks. Time performance and speed are important in improving competitiveness and overall performance.

Cycle time refers to all aspects of time performance, such as time to respond to changing student and other customer needs, time to design new programs and processes, student and other customer response time, and other key measures of time. Improvement in cycle time may involve any or all of these.

DEPLOYMENT. The extent to which your organization applies an approach in addressing the questions in a Criteria item. Evaluation of deployment considers how broadly and deeply the approach is applied in relevant work units throughout your organization.

Deployment is one of the factors considered in evaluating process items. For further description, see the Scoring System.

DIVERSITY. Personal differences among workforce members that enrich the work environment and are representative of your hiring and customer communities. These differences address many variables, such as race, religion, color, gender, national origin, disability, sexual orientation, age and generation, education, geographic origin, and skill characteristics, as well as ideas, thinking, academic disciplines, and perspectives.

The Criteria refer to valuing and benefiting from the diversity of your workforce hiring and customer communities. Capitalizing on both in building your workforce increases your opportunities for high performance; student, other customer, workforce, and community satisfaction; and student, other customer, and workforce engagement.

EDUCATIONAL PROGRAMS AND SERVICES. Educational programs are activities that engage students in learning or contribute to scientific or scholarly investigation, including credit and noncredit courses, degree programs, research, outreach, community service, cooperative projects, and overseas studies. Educational program design requires the identification of critical points (the earliest points possible) in the teaching and learning process for measurement, observation, or intervention. Educational services are the services considered most important to student matriculation and success. These might relate to student counseling, advising, and tutoring including emotional, spiritual, and mental wellness; libraries and information technology; and student recruitment, enrollment, registration, placement, financial aid, sports and cultural and housing. They might also include food services, security, health services, transportation, and bookstores.

EFFICIENCY. Being able to do things right given the available resources/inputs and within a specified timeframe. Efficiency means optimum utilization of resources keeping in mind the objectives of the organization.

EFFECTIVE. How well a process or a measure addresses its intended purpose. Determining effectiveness requires (1) evaluating how well the process is aligned with the organization's needs and how well it is deployed or (2) evaluating the outcome of the measure as an indicator of process, program, or service performance.

EMPOWERMENT. Giving people the authority and responsibility to make decisions and take actions. When people are empowered, decisions are made closest to students and other customers (the front line), where work-related knowledge and understanding reside.

The purpose of empowering people is to enable them to respond to students' needs, satisfy students and other customers on first contact, improve processes and increase productivity, and improve student learning and your organization other performance results, as well as to encourage collaboration. An empowered workforce requires information to make appropriate decisions; thus, your organization must provide that information in a timely and useful way.

ENGAGEMENT, CUSTOMER. See CUSTOMER ENGAGEMENT.

ENGAGEMENT, WORKFORCE. See WORKFORCE ENGAGEMENT.

ETHICAL BEHAVIOR. The actions your organization takes to ensure that all its decisions, actions, and stakeholder interactions conform to its moral and professional principles of conduct. These principles should support your organization's culture and values and conform to applicable laws and regulations.

Senior leaders should be role models for these principles of behavior. The principles apply to everyone involved in your organization, from temporary workforce members to members of the board of directors. These principles benefit from regular communication and reinforcement. Senior leaders have the responsibility for the alignment of your organization's mission and vision with its ethical principles. Ethical behavior encompasses interactions with all stakeholders, including your workforce, students, parents, other customers, partners, suppliers, and local community.

Well-designed and clearly articulated ethical principles empower people to make effective decisions with great confidence. In some organizations, ethical principles also serve as boundary conditions restricting behavior that otherwise could have adverse impacts on your organization and/or society.

See also the related core value, Ethics and Transparency.

EXCELLENCE. See PERFORMANCE EXCELLENCE.

GOALS. Future conditions or performance levels that your organization intends or desires to attain. Goals can be both short and longer term. They are ends that guide actions. Quantitative goals, frequently referred to as targets, include a numerical point or range. Targets may be desired performance based on comparative or competitive data.
Stretch goals are goals for desired major, discontinuous (non-incremental) or "breakthrough" improvements, usually in areas most critical to your organization's future success.

Goals can serve many purposes, including:
• clarifying strategic objectives and action plans to indicate how you will measure success;
• fostering teamwork by focusing on a common end;
• encouraging out-of-the-box thinking (innovation) to achieve a stretch goal; and
• providing a basis for measuring and accelerating progress.

See also PERFORMANCE PROJECTIONS.

GOVERNANCE. The system of management and controls exercised in the stewardship of your organization. Governance includes the responsibilities of your organization's governing body (e.g., board of education, board of trustees, or overseers) and senior leaders; in some private education organizations, it may include owners/shareholders. A combination of national and local regulations, by laws, and policies document the rights and responsibilities of each of the parties and describe how they will direct and control your organization to ensure (1) accountability to stakeholders, (2) transparency of operations, and (3) fair treatment of all stakeholders. Governance processes may include the approval of strategic direction, policy creation and enforcement, the monitoring and evaluation of the senior leader's performance, the establishment of senior leaders' compensation and benefits, succession planning, financial auditing, and risk management. Ensuring effective governance is important to stakeholders' and the larger society's trust and to organizational effectiveness.

HIGH PERFORMANCE. Ever-higher levels of overall organizational and individual performance, including quality, productivity, innovation rate, and cycle time. High performance results in improved service and value for students, other customers, and other stakeholders.

Approaches to high performance vary in their form, their function, and the incentive systems used. High performance stems from and enhances workforce engagement. It involves cooperation among senior leaders, administrators, faculty, and staff, which may involve workforce bargaining units; cooperation among work units, often involving teams; empowerment of your people, including personal accountability; and workforce input into planning. It may involve learning and building individual and organizational skills; learning from other organizations; creating flexible job design and work assignments; maintaining a flattened organizational structure, where decision making is decentralized and decisions are made closest to students and other customers (the front line); and effectively using performance measures, including comparisons. Many organizations encourage high performance with monetary and non-monetary incentives based on factors such as organizational performance, team and individual contributions, and skill building. Also, approaches to high performance usually seek to align your organizations' structure, core competencies, work, jobs, workforce development, and incentives.

HOW. The systems and processes that your organization uses to achieve its mission requirements. In responding to "how" questions in Criteria categories 1–6, you should include information on approach (methods and measures), deployment, learning, and integration.

INDICATORS. See MEASURES AND INDICATORS.

INNOVATION. Making meaningful change to improve programs, services, processes, the organization, or societal well-being and create new value for stakeholders. Innovation involves adopting an idea, process, technology, program, service, or business model that is either new or new to its proposed application. The outcome of innovation is a discontinuous or "breakthrough" improvement in results, programs, services, processes, or societal well-being. Innovation benefits from a supportive environment, a process for identifying strategic opportunities, and a willingness to pursue intelligent risks.

Successful organizational innovation also entails knowledge sharing, a decision to implement, implementation, evaluation, and learning. Although innovation is often associated with technological innovation, it is applicable to all key organizational processes that can benefit from change through innovation, whether breakthrough improvement or a change in approach or outputs. Innovation may be present in organizations of all sizes, sectors, and maturity levels; in some cases, an organizations' genesis is an innovative idea, process, technology, product, or change in organizational structure or business model.

See also INTELLIGENT RISKS and STRATEGIC OPPORTUNITIES.

INTEGRATION. The harmonization of plans, processes, information, resource decisions, workforce capability and capacity, actions, results, and analyses to support key organization-wide goals. Effective integration goes beyond alignment and is achieved when the individual components of an organizational performance management system operate as a fully interconnected unit. Integration is one of the factors considered in evaluating both process and results items.

For further description, see the Scoring System.

See also ALIGNMENT.

KEY. Major or most important; critical to achieving your intended outcome. The Criteria, for example, refer to key challenges, plans, work processes, and measures—those that are most important to your organization's success. They are the essential elements for pursuing or monitoring a desired outcome. Key is generally defined as around the most significant five (e.g., around five key challenges).

KNOWLEDGE ASSETS. Your organization's accumulated intellectual resources; the knowledge possessed by your organization and its workforce in the form of information, ideas, learning, understanding, memory, insights, cognitive and technical skills, and capabilities. These knowledge assets reside in your workforce, curricula, software, databases, documents, guides, and policies and procedures. Knowledge assets also reside within students, other customers, suppliers, and partners.

Knowledge assets are the know-how that your organization has available to use, invest, and grow. Building and managing knowledge assets are key components of creating value for your stakeholders and sustaining competitive success.

LEADERSHIP SYSTEM. The way leadership is exercised, formally and informally, throughout your organization; the basis for key decisions and the way they are made, communicated, and carried out. A leadership system includes structures and mechanisms for making decisions; ensuring two-way communication; selecting and developing leaders, administrators, department heads, and faculty leaders; and reinforcing values, ethical behavior, directions, and performance expectations.

An effective leadership system respects workforce members' and other stakeholders' capabilities and requirements, and it sets high expectations for performance and performance improvement. It builds loyalties and teamwork based on your organization's vision and values and the pursuit of shared goals. It encourages and supports initiative, innovation, and appropriate risk taking; subordinates organizational structure to purpose and function; and avoids chains of command that require long decision paths. An effective leadership system includes mechanisms for leaders to conduct self-examination, receive feedback, and improve.

LEARNING. New knowledge or skills acquired through evaluation, study, experience, and innovation. In addition to its focus on student learning, the PQA framework refers to two distinct kinds of learning: organizational learning and learning by the people in your workforce. Organizational learning is achieved through research and development, evaluation and improvement cycles, ideas and input from the workforce and stakeholders, the sharing of best practices, and benchmarking. Workforce learning is achieved through education, training, and developmental opportunities that further the individual growth.

To be effective, learning should be embedded in the way your organization operates. Learning contributes to a competitive advantage and ongoing success for your organization and workforce.

For further description of organizational and personal learning, see the related core values and concepts: Valuing People, and Organizational Learning.

Learning is one of the factors considered in evaluating process items. For further description, see the Scoring System.

LEVELS. Numerical information that places or positions your organization's results and performance on a meaningful measurement scale. Performance levels permit evaluation relative to past performance, projections, goals, and appropriate comparisons.

MEASURES AND INDICATORS. Numerical information that quantifies the input, output, and performance dimensions of processes, programs, projects, services, and the overall organization (outcomes). Measures and indicators might be simple (derived from one measurement) or composite.

The Criteria do not distinguish between measures and indicators. However, some users of these terms prefer "indicator" (1) when the measurement relates to performance but does not measure it directly (e.g., the number of complaints is an indicator but not a direct measure of dissatisfaction) and (2) when the measurement is a predictor ("leading indicator") of some more significant performance (e.g., increased student services availment might be a leading indicator of student satisfaction).

MISSION. Your organization's overall function. The mission answers the question, "What is your organization's reason for existence?" Students and other customers, core competencies, or technologies used need to be defined as input to the mission statement.

MULTIPLE QUESTIONS. The details of a Criteria item, as expressed in the individual questions under each lettered area to address. The first question in a set of multiple questions expresses the most important one in that group. The questions that follow expand on or supplement that question. For an illustration, see Criteria for Performance Excellence Structure.

Even high-performing, high-scoring users of the PQA framework are not likely to be able to address all the multiple questions with equal capability or success.

OVERALL QUESTIONS. The most important features of a Criteria item, as elaborated in the first question (the leading question in boldface) in each paragraph under each lettered area to address. For an illustration, see Criteria for Performance Excellence Structure.

PARTNERS. Key organizations or individuals who are working in concert with your organization to achieve a common goal or improve performance. Typically, partnerships are formal arrangements for a specific aim or purpose, such as to achieve a strategic objective or deliver a specific program or service.

Formal partnerships usually last for an extended period and involve a clear understanding of the partners' individual and mutual roles and benefits.

See also COLLABORATORS.

PERFORMANCE. Outputs and their outcomes obtained from student learning, processes, programs and services, and students and other customers that permit you to evaluate and compare your organization's results to performance projections, standards, past results, goals, and other organizations' results. Performance can be expressed in nonfinancial and financial terms.

The Criteria address four types of performance: (1) program and service; (2) student- and other customer-focused; (3) operational; and (4) financial, and market.

Program and service performance is performance relative to measures and indicators of program and service characteristics that are important to students and other customers. Examples include the effectiveness of curriculum and instruction, assessment of student learning, participation in professional development opportunities, and student placement following program completion.

Student- and other customer-focused performance is performance relative to measures and indicators of students' and other customers' perceptions, experience, reactions, and behaviors. Examples include admissions, retention, satisfaction, student and other customer complaints, and student and other customer survey results.

Operational performance is workforce, leadership, and organizational performance (including ethical and legal compliance) relative to measures and indicators of effectiveness, efficiency, and accountability. Examples include cycle time, productivity, accreditation, waste reduction, workforce turnover, workforce cross-training rates, regulatory compliance, fiscal accountability, strategy accomplishment, adherence to ethical code of conduct for students and other customer protection, and community involvement. Operational performance might be measured at the program, school, class, or individual level; key work process level; and organizational level.

Financial and market performance is performance relative to measures of cost containment, revenue, and market position, including budget utilization, asset growth, and market share. Examples include instructional and general administration expenditures per student as a percentage of budget; program expenditures as a percentage of budget; performance to budget; annual budget increases or decreases; income, expenses, reserves, endowments, and annual grants/awards; resources redirected to education from other areas; scholarship growth; the percentage of budget for research; the budget for public service; and market gains.

PERFORMANCE EXCELLENCE. An integrated approach to organizational performance management that results in (1) delivery of ever-improving value to students, other customers, and stakeholders, contributing to improved education quality and student learning, as well as on-going organizational success; (2) improvement of your organization's overall effectiveness and capabilities; and (3) learning for the organization and for people in the workforce. The PQA Organizational Profile, Criteria, core values and concepts, and scoring guidelines provide a framework and assessment tool for understanding your organization's strengths and opportunities for improvement and, thus, for guiding your planning toward achieving higher performance and striving for excellence.

PERFORMANCE PROJECTIONS. Estimates of your organization's future performance. Projections should be based on an understanding of past performance, rates of improvement, and assumptions about future internal changes and innovations, as well as assumptions about changes in the external environment that result in internal changes. Thus, performance projections can serve as a key tool in managing your operations and in developing and implementing your strategy.

Performance projections state your expected future performance. Goals state your desired future performance. Performance projections for your competitors, comparators, or similar organizations might indicate challenges facing your organization and areas where breakthrough performance or innovation is needed. In areas where your organization intends to achieve breakthrough performance or innovation, your performance projections and your goals might overlap.

See also GOALS.

PROCESS. Linked activities with the purpose of producing a program or service for a customer (user) within or outside your organization.
Generally, processes involve combinations of people, equipment, infrastructure, technology, instruments, techniques, materials, and improvements in a defined series of steps or actions. Processes do not operate in isolation and must be considered in relation to other processes that impact them. In some situations, processes may require adherence to a specific sequence of steps, with documentation of procedures and requirements, including well-defined measurement and control steps.

In the delivery of services, particularly those that directly involve students and other customers, such as educational programs and services, process is used more generally to spell out what delivering that service entails, possibly including a preferred or expected sequence. If a sequence is critical, the process needs to include information that helps customers understand and follow the sequence. Such service processes also require guidance for service providers on handling contingencies related to customers' possible actions or behaviors.

Process is one of the two dimensions evaluated in the PQA-based assessment, the other dimension being Results. The process evaluation is based on four factors: approach, deployment, learning, and integration. For further description, see the Scoring System.

PRODUCTIVITY. A performance measure that compares the number of goods and services produced (output) with the amount of inputs used to produce those goods and services. Productivity equals effectiveness plus efficiency.

Although the term is often applied to single factors, such as the workforce (labor productivity), machines, materials, energy, and capital, the concept also applies to the total resources used in producing outputs, including the total supply network management. Using an aggregate measure of overall productivity allows you to determine whether the net effect of overall changes in a process— possibly involving resource trade-offs—is beneficial.

PROJECTIONS, PERFORMANCE. See PERFORMANCE PROJECTIONS.

RESILIENCE. An organizations' ability to (1) anticipate, prepare for, and recover from disasters, emergencies, and other disruptions, and (2) protect and enhance workforce and customer engagement, supply-network and financial performance, organizational productivity, and community well-being when disruptions occur. Organizational resilience requires agility throughout the organization. Beyond the ability to "bounce back" to a prior state when a disruption occurs, resilience means having a plan in place that allows your organization to continue operating as needed during disruptions. To achieve resilience, leaders must cultivate the agility to respond quickly to both opportunities and threats, adapt strategy to changing circumstances, and have robust governance with a culture of trust. Organizations must adopt an ecosystem mindset, embrace data-rich thought processes, and equip their faculty and staff with ongoing learning of new skills.

RESULTS. Outputs and outcomes achieved by your organization. Results are evaluated based on current performance; performance relative to appropriate comparisons; the rate, breadth, and importance of performance improvements; and the relationship of results measures to key organizational performance requirements. Results are one of the two dimensions evaluated in a PQA-based assessment. This evaluation is based on four factors: levels, trends, comparisons, and integration. For further description, see the Scoring System.

SEGMENT. One part of your organization's student, other customer, market, program or service offering, or workforce base. Segments typically have common characteristics that allow logical groupings. In Criteria results items, segmentation refers to disaggregating results data in a way that allows for meaningful analysis of your organization's performance.
It is up to each organization to determine the factors that it uses to segment its students, other customers, markets, programs and services, and workforce.

Understanding segments is critical to identifying the distinct needs and expectations of different student, other customer, market, and workforce groups and to tailoring programs and services to meet their needs and expectations.

For example, you might segment your market based on program or service delivery channel (e.g., classroom or web); by students' career interests, learning styles, living status (e.g., residential versus commuter), mobility, or special needs; or, if applicable, by designated accountability subgroups. You might segment your workforce based on geography, skills, needs, work assignments, or job classifications.

SENIOR LEADERS. Your organization's senior management group or team. In many organizations, this consists of the head of the organization and the direct reports.

STAKEHOLDERS. All groups that are or might be affected by your organization's actions and success. Key stakeholders might include customers, parent organizations, the workforce, collaborators, governing boards, donors, alumni, employers, other schools, regulatory bodies, tax payers, policy makers, suppliers, funders or institutional partners, and local and international professional communities.

See also CUSTOMER.

STRATEGIC ADVANTAGES. Those market benefits that exert a decisive influence on your organization's likelihood of future success. These advantages are frequently sources of current and future competitive success relative to other providers of similar educational programs and services. Strategic advantages generally arise from either or both of two sources: (1) core competencies, which focus on building and expanding on your organization's internal capabilities, and (2) strategically important external resources, which your organization shapes and leverages through key external relationships and partnerships.

When an organization realizes both sources of strategic advantage, it can amplify its unique internal capabilities by capitalizing on complementary capabilities in other organizations.

See STRATEGIC CHALLENGES and STRATEGIC OBJECTIVES for the relationship among strategic advantages, strategic challenges, and the strategic objectives your organization articulates to address its challenges and advantages.

STRATEGIC OBJECTIVES. The aims or responses that your organization articulates to address major change or improvement, competitiveness or social issues, and organizational advantages. Strategic objectives are generally focused both externally and internally and primarily relate to significant student, other customer, market, program, service, or technological opportunities and challenges (strategic challenges). Broadly stated, they are what your organization must achieve to remain or become competitive and ensure its long-term success. Strategic objectives set your organization's longer-term directions and guide resource allocation and redistribution.

See ACTION PLANS for the relationship between strategic objectives and action plans and for an example of each.

SYSTEMATIC. Well-ordered, repeatable, and exhibiting the use of data and information so that learning is possible. Approaches are systematic if they build in the opportunity for evaluation, improvement, and sharing, thereby permitting a gain in maturity. To see the term in use, refer to the process Scoring Guidelines.

TRENDS. Numerical information that shows the direction and rate of change of your organization's results or the consistency of its performance over time. Trends show your organization's performance in a time sequence.

Ascertaining a trend generally requires a minimum of three historical (not projected) data points. Defining a statistically valid trend requires more data points. The cycle time of the process being measured determines the time between the data points for establishing a trend. Shorter cycle times demand more frequent measurement, while longer cycles might require longer periods for a meaningful trend.

Examples of trends called for by the Criteria and scoring guidelines include data on student learning; results for student, other customer, and workforce satisfaction and dissatisfaction; budgetary and financial performance; market performance; and operational performance, such as cycle time and productivity of educational program and service delivery processes.

VALUE. The perceived worth of a program, service, process, asset, or function relative to its cost and possible alternatives.

Organizations frequently use value considerations to determine the benefits of various options relative to their costs, such as the value of various educational program and service combinations to students and other customers. Your organization needs to understand what different stakeholder groups value and then deliver value to each group. This frequently requires balancing value among customers and other stakeholders, such as your workforce and the community.

VALUES. The guiding principles and behaviors that embody how your organization and its people are expected to operate. Values influence and reinforce your organization's desired culture. They support and guide the decisions made by every workforce member, helping your organization accomplish its mission and attain its vision appropriately. Examples of values include love of country, integrity and fairness in all interactions, exceeding students' and other customers' expectations, valuing individuals and diversity, protecting the environment, and striving for performance excellence every day.

See also CORE VALUES and CONCEPTS.

VISION. Your organization's desired future state. The vision describes where your organization is headed, what it intends to be, or how it wishes to be perceived in the future.

VOICE OF THE CUSTOMER. Your process for capturing student- and other customer-related information. Voice-of-the-customer processes are intended to be proactive and continuously innovative to capture stated, unstated, and anticipated student and other customer requirements, expectations, and desires. The goal is to achieve customer engagement. Listening to the voice of the customer may include gathering and integrating various types of student and other customer data, such as survey data, focus group findings, multimedia data and commentary, and complaint data, that affect students' and other customers' relationship and engagement decisions.

WORK PROCESSES. Your organization's most important internal value-creation processes. They might include core and support processes; educational program and service design and delivery, student and other customer support; and supply-network management. They are the processes that involve the majority of your organization's workforce and produce student and other customer, and stakeholder value.

Your key work processes are those that involve the majority of your workforce and produce value for students, other customers, and stakeholders. Projects are unique work processes intended to produce an outcome and then be phase out. Admission, delivery of instruction, research and community extension, and income generating programs are some examples of work processes. Relevant policies and circulars from CHED, DepEd, TESDA and relevant oversight agencies are considered in the determination of educational programs and services.

WORK SYSTEMS. The coordinated combination of internal work processes and external resources that you need to develop and produce educational programs and services, deliver them to your students, and succeed in your market. Within your work systems, internal work processes are those that involve your workforce. External resources may include processes performed by your key suppliers, partners, contractors, and collaborators, as well as other components of your supply network needed to produce and deliver your educational programs and services and carry out your business and support processes. These internal work processes and external resources function together to accomplish your organization's work.

Decisions about work systems are strategic, as you must decide whether to use internal processes or external resources for maximum efficiency and sustainability in your sector. These decisions involve protecting intellectual property, capitalizing on core competencies, and mitigating risk. The decisions you make have implications for your organizational structure, people, work processes, and equipment/technology.

WORKFORCE. All people actively supervised by your organization and involved in accomplishing your organization's work, including paid faculty and staff (e.g., permanent, part-time, temporary, on-site, and remote, as well as contract faculty and staff supervised by your organization) and volunteers, as appropriate. Your workforce includes teaching, non-teaching, and support personnel at all levels.

WORKFORCE CAPABILITY. Your organization's ability to accomplish its work processes through its people's knowledge, skills, abilities, and competencies.

Capability may include the ability to build and sustain relationships with students and other customers; to innovate and transition to new technologies; to develop new programs, services, and work processes; and to meet changing education, sector, and regulatory requirements.

WORKFORCE CAPACITY. Your organization's ability to ensure sufficient staffing levels to accomplish its work processes and deliver your programs and services to students and other customers, including the ability to meet seasonal or varying demand levels.

WORKFORCE ENGAGEMENT. The extent of workforce members' emotional and intellectual commitment to accomplishing your organization's work, mission, and vision. Institutions with high levels of workforce engagement are often characterized by high-performance work environments in which people are motivated to do their utmost for their students' and other customers' benefit and the organization's success.

In general, workforce members feel engaged when they find personal meaning and motivation in their work and receive interpersonal and workplace support. An engaged workforce benefits from trusting relationships, a safe and cooperative environment, good communication and information flow, empowerment, and accountability for performance. Key factors contributing to engagement include training and career development, effective recognition and reward systems, equal opportunity and fair treatment, and family-friendliness.

Summary of Eligibility Categories and Restrictions

Private corporations and public sector agencies/organizations are eligible to apply for the PQA. Private and public sector organizations applying for the Award must have a major operations located in the Philippines which can be assessed by a panel of quality professionals, must have been in existence for three years or more at the time of application. All subordinate elements of the applicant's organization must be included in the application.

a. For Private Sector applicants:

1. Small and Medium Enterprises (SMEs)

Enterprises defined under the Magna Carta for Small and Medium Scale Enterprises as businesses engaged in manufacturing, services, agriculture and other industries, with not more than 200 full-time employees and not more than P100 million capitalization.

2. Large Enterprises

2.1. Manufacturing Companies or their Subsidiaries

Companies or sub-units that produce and sell manufactured products or manufacturing processes, and producers of mining, or constructions products.

2.2. Service Companies

Companies or sub-units that sell services. Proper classification of companies that perform both manufacturing and service is determined by the larger percentage of sales.
2.3. Agriculture

Companies or sub-units that produce agricultural products.

2.4. Other Industries

b. For Public Sector applicants:

1. Departments, Bureaus and Attached Agencies

Any department, bureau, office, commission, court, tribunal, council, authority, administration, center, institute, state university, and any establishment and instrumentality of the National Government. (Source: Glossary of Terms for State Auditors, 1983).

2. Government-Owned and/or Controlled-Corporations and Government Financial Institutions

Those performing proprietary functions which are established solely for business or profit or gain and accordingly excluding those created, maintained, or acquired in pursuance of a policy of the state, enunciated in the Constitution or by law, and those whose officers and employees are covered by the Civil Service. (Source: Supplemental Rules Implementing RA 6971).

3. State Universities and Colleges

4. Local Government Units

Territorial and political subdivisions of state organized as public or municipal corporations performing governmental and corporate functions. (Source: Local Government Code).

5. Other Government Agencies

Eligibility Restrictions

The following are the eligibility rules and restrictions:

The applicant must have been in existence for at least three years at the time of application.

An application is eligible only if it is self-sufficient to be examined in all seven criteria categories and can be inspected in the Philippines.

The Department of Trade and Industry and its regional offices/attached agencies and current Award Administrators are not eligible to apply for the PQA.

If an applicant has some activities performed outside the applicant's immediate organization (e.g., by a parent organization or its other subsidiaries, or overseas components of the applicant), it must ensure that:

- In the event of site visit, the appropriate people and materials will be available for examination in the Philippines to document its operational practices in all major business functions, and
- In the event the applicant becomes a recipient of the PQA Recognition or Award, it must share its practices in a PQA Conference and the bench-marking network, as well as open its facilities for visits.

Subsidiaries

In the manufacturing and service categories, subsidiaries of a company may be eligible for the Award subject to the following conditions:

- Must be self-sufficient;
- Must have a clear definition of its own organizations and be recognized by its customers as a distinct business entity; and
- Must not perform solely business support functions such as Sales, Marketing, Distribution, Customer Service, Finance and Accounting, Human Resources, Environmental Health-Safety of employees, Purchasing, Legal Services and Research and Development.

Multiple Application Restrictions

A subsidiary and its parent organization cannot both apply for PQA in the same year.

Future Eligibility Restrictions

- If an organization or subsidiary that has more than fifty percent of the total employees of the parent company receives the Philippine Quality Award for Performance Excellence, the organization and all its subsidiaries are ineligible to apply for another award for a period of three years.
- If a subsidiary receives the Philippine Quality Award for Performance Excellence, that subsidiary and a subsidiary of all its subsidiaries are ineligible to apply for another award for a period of three years.
- Recipients of Recognition levels are eligible to reapply after two years.

Other Requirements for all Applicants

- Must comply with relevant statutory and regulatory requirements;
- Must have employee(s) trained in PQA Application Development Course.

Please contact the Administrators for the amount of application fees for:

- *Medium to large organizations, Provinces, Cities and Class 1-2 Municipalities, Line Agencies, Bureaus, GOCCs and GFIs.*

- *Small organization, Class 3-6 Municipalities and regional branches of Line Agencies.*

Reminders:
1. The Application fee covers all expenses associated with distribution and review of applications and development of feedback reports.
2. The fees shall be reviewed and adjusted annually.

Site Visit Review Fees

There is no site visit review fees, however, all site visit related expenses such as transportation (air, land or sea), accommodation and meals of the assessors shall be borne by the applicant organization.

Schedules of Submission of Forms

Applicant organizations may submit Eligibility Information Forms anytime of the year. The DTI-Competitiveness Bureau (DTI-CB), as the Implementing Agency, will notify the applicant organizations on their eligibility. Eligible applicants may submit the required Application Report with the Application Form on or before end of May in the appropriate award cycle.

Submission of the Accomplished Eligibility Information Form	Anytime of the year, however, in a particular assessment cycle or year (e.g. 2023), deadline is end of March of the same year (e.g. March 31, 2023).
Submission of the Application Report with the accomplished Application Form and payment of the Fee	End of May of the assessment cycle or year

Application Report

Eligible applicant organizations are required to submit an Application Report—responses to the requirements of the seven PQA Criteria categories with the following report appearance and contents:

I.   Report Appearance

1.	Font Type	:	Times New Roman for the main body
			Arial for the table, chart or figure labels
2.	Font Size	:	Point 12 for the main body
			Point 8 for the table, chart or figure labels
3.	Paper	:	Printed on A4 Size bond paper, back-to-back
4.	Format	:	Two columns, left justified, back-to-back
5.	Spacing	:	Single
6.	Margins	:	At least 0.5 inch on all sides
7.	Figure Label	:	Table/Figure Item Number-nth in chronological order as discussed in the application report Table/Figure Title

*(e.g., **Figure 7.2-2 Customer Satisfaction Ratings** to indicate the 2nd figure under Item 7.2 with the title Customer Satisfaction Rating)*

8.	Page Numbers	:	Roman Numerals for the Glossary of Terms and Organizational Profile
			Hindu Arabic for the Responses to Categories 1-7
9.	Binding	:	Spiral or plastic ring binders
10.	No. of Copies	:	15 Copies

II.   Report Contents

1. Cover Page with the 9-digit Application Number (e.g., 099-020-001) provided by the Award Implementing Agency and Control Copy Number (e.g., Copy 1 of 20)

2. Accomplished Eligibility Information Form (EIF)
   Note: This should be updated especially for those applicant organizations that have submitted their EIF prior to attend the PQA Application Development Course.

3. Accomplished Application Form

4. Glossary of Terms used in the Application Report (maximum of 5 pages)

5. Organizational Profile (maximum of 5 pages)

6. Responses to the Requirements of Categories 1-7 (maximum of 50 pages)

Eligibility Information Form

1 | **Applicant**

Name of Agency _____

Address _____

<small>(House/ Building No./Building Name)   (Street Name)   (Barangay)</small>

_____

<small>(City/Municipality)   (Province)   (District)   (Region)   (Zip Code)</small>

2 | **Highest-Ranking Official**

Name _____

<small>(Personal Title/Prefix)   (First)   (Middle)   (Last)   (Suffix)</small>

Designation _____   Sex ☐ Male   ☐ Female

Address _____

<small>(House/ Building No./Building Name)   (Street Name)   (Barangay)</small>

_____

<small>(City/Municipality)   (Province)   (District)   (Region)   (Zip Code)</small>

Telephone No. _____   Mobile No. _____

Email Address _____

Social Classification ☐ Abled   ☐ Differently-Abled   ☐ Indigenous Person   ☐   Others *(Please specify)*

☐ Senior Citizen   ☐ Youth   ☐ Out-of-School Youth

3 | **Size and Location of Applicant**

a.   For the preceding fiscal year, the organization had a budget size of Php _____ . (Choose one.)

☐ ≤ 10M   ☐ > 10M but ≤ 20M   ☐ > 20M but ≤ 50M   ☐ > PhP50M

b.   Number of sites in the Philippines _____   Overseas (if applicable)   _____

c.   Total number of employees   _____

d.   Percent of employees in the Philippines   _____

e.   Percent of physical assets in the Philippines   _____

4 | **Type of Sector** (Check one.)

☐ National Government Agency (NGA)   ☐ Local Government Unit (LGU)

☐ Regional or Provincial Office   ☐ State or Local Universities/Colleges

☐ Government-Owned and –Controlled Corporation   ☐ State or Local Hospitals

☐ Others *(Please specify)*

5 | **Application History**

a.   Has your organization previously submitted an Eligibility Information Form (EIF)

☐ Yes.   *If yes, indicate the year(s). Also indicate the organization's name at that time, if different.*

Year(s) _____   Name(s) _____

☐ No.

b.   Has your organization ever received the Philippine Quality Award or any Level of Recognition?

☐ Yes.   *If yes, indicate the year(s) and level of recognition.* _____

☐ No.

6 | **Organizational Profile**

Provide a brief description of the following key organizational factors. Please be concise, but be as specific as possible. Provide full names of organizations.

a.   Mandate/s and Charter

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b.   Main products and/or services and major clients

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c.   Key comparable organizations (with similar services)

d.   Key customers

e.   Key suppliers/partners

7 **Site Listings and Description**

Addresses of Sites (House/Building No./Building Name), (Street Name), (Barangay), (City/Municipality), (Province), (District), (Region), (Zip code)	Relative Size – Percent of Applicant's		Description of Programs or Products/Services
	Employees	Budget Size	

Note: Please use a separate sheet, if necessary.

8 **Eligibility Information**

a.   Has the applicant officially or legally existed and operational for at least three (3) years?

☐ Yes   ☐ No   *If no, briefly explain.*

_____

(Attach a line and box organizational chart(s) for the applying organization. In each box, include the name of the unit or division and its leaders.)

b.   Is your organization a government unit headquartered in the Philippines?

☐ Yes.   ☐ No.

c.   Is your organization complying with ALL relevant statutory and regulatory requirements?

☐ Yes.   *List down ALL relevant statutory and regulatory requirements issued by appropriate agencies*

☐ No.

d.   Does your organization **use licensed-software only**?

☐ Yes.   ☐ No.

e.   Does the organization have employees trained in PQA Application Development Course organized by the PQA Administrator for Public Sector (DAP-Productivity and Development Center) or Administrator for Private Sector (Philippine Society for Quality, Inc.)?

☐ Yes.   *(Attach copies of the Certificates of Participation of the employees to the PQA Application Development Course.)*

☐ No.

f. Can your organization respond to all seven (7) PQA Criteria categories? Specifically, does your organization have processes and related results for its unique operations, products, and/or services? For example, does it have an independent leadership system to set and deploy its vision, values, strategy, and action plans? Does it have approaches for engaging customers and the workforce, as well as for tracking and using data on the effectiveness of these approaches?

☐ Yes.   ☐ No.

g. Should your organization receive the PQA or a level of recognition, are you willing to share your practices during the Philippine Quality Award Fora or at your organization's facilities or sites?

☐ Yes.   ☐ No.

9 Official Contact Person

Name

| (Personal Title/Prefix) | (First) | (Middle) | (Last) | (Suffix) |

Designation _____

Address _____

| (House/ Building No./Building Name) | (Street Name) | (Barangay) |

| (City/Municipality) | (Province) | (District) | (Region) | (Zip Code) |

Telephone No. _____ Mobile No. _____

Email Address _____

10 Data Privacy Consent

I hereby agree and consent to the collection and processing of my organization and personal data for the purpose of our application to the Philippine Quality Award (PQA).

I understand that my organization and personal information will be shared by DTI-Competitiveness Bureau (DTI-CB) with PQA partner agencies and organizations; the use of which shall be governed by the Data Privacy Act of 2012.

I assure the notification of DTI-CB should there be any amendment in this information.

This consent shall be valid until five years, unless I otherwise revoke or withdraw the same in writing but subject to the existing laws, rules, and regulations of the bureau.

11 Signature of the Highest Ranking Official

I state and attest the following:

(1) I have reviewed the information provided in this Eligibility Information Form (EIF).

(2) I certify that the organization is complying with all relevant statutory and regulatory obligations enforced by different agencies in the country.

(3) I commit to nominate at least two (2) company representatives who may qualify as potential PQA Assessors.

(4) To the best of my knowledge,
- **this package includes no untrue statement of a material fact, and**
- **no material fact has been omitted.**

(5) I understand that if any information found untrue in this eligibility form at any time during the Award Process my organization will no longer be considered eligible for any recognition and will only receive a feedback report.

| _____ | _____ | _____ |
| Signature of Highest-Ranking Official | Printed Name | Date |

Application Form (AF)

1 Applicant

Name of Agency _____

Address _____   _____   _____
　　　　　(House/ Building No./Building Name)　　(Street Name)　　　(Barangay)

_____   _____   _____   _____   _____
(City/Municipality)　　(Province)　　　(District)　　　(Region)　　　(Zip Code)

2 Highest-Ranking Official

Name _____   _____   _____   _____   _____
　　(Personal Title/Prefix)　(First)　　　(Middle)　　　(Last)　　　(Suffix)

Designation _____   Sex ☐ Male   ☐ Female

Address _____   _____   _____
　　　(House/ Building No./Building Name)　(Street Name)　　(Barangay)

_____   _____   _____   _____   _____
(City/Municipality)　(Province)　　(District)　　　(Region)　　(Zip Code)

3 Official Contact Person

Name _____   _____   _____   _____   _____
　　(Personal Title/Prefix)　(First)　　　(Middle)　　　(Last)　　　(Suffix)

Designation _____

Address _____   _____   _____
　　　(House/ Building No./Building Name)　(Street Name)　　(Barangay)

_____   _____   _____   _____   _____
(City/Municipality)　(Province)　　(District)　　　(Region)　　(Zip Code)

Telephone No. _____   Mobile Number _____

Email Address _____

4 Application Fee

Enclosed is _____   _____
　　　　　　　Amount in Words　　　　　　Amount in Numbers

5 Data Privacy Consent

I hereby agree and consent to the collection and processing of my organization and personal data for the purpose of our application to the Philippine Quality Award (PQA).

I understand that my organization and personal information will be shared by DTI-Competitiveness Bureau (DTI-CB) with PQA partner agencies and organizations; the use of which shall be governed by the Data Privacy Act of 2012.

I assure the notification of DTI-CB should there be any amendment in these information.

This consent shall be valid until five years, unless I otherwise revoke or withdraw the same in writing but subject to the existing laws, rules, and regulations of the bureau.

6 Release Statement

We understand that this application will be reviewed by members of the Board of Judges and Team of Assessors.

Should our organization be selected for a site visit, we agree to host the site visit and to facilitate an open and unbiased examination. We understand that the organization must pay reasonable costs associated with a site visit.

If our organization is selected to receive an Award, we agree to share non-proprietary information on our successful performance and quality strategies with other Philippine organizations. And we shall abide with the rules for the use of the PQA Logo.

_____   _____   _____
Signature of Highest-Ranking Official　　Printed Name　　　Date

Application Form

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The Technical Working Group

The PQA Program thanks the following groups and individuals for contributing to the review of the 2023 – 2027 PQA Criteria for Performance Excellence.

Technical Working Group

Dir. Luisa S. Valencia and Ms. Rita P. Sescar - Commission on Higher Education

Dir. Jennifer E. Lopez - Department of Education

Exec. Dir. Rosalina S. Constantino - Technical Education and Skills Development Authority

Dr. Tirso A. Ronquillo - Philippine Association of State Universities and Colleges (PASUC)

Dr. Amado L. Magsino - Philippine Association of Collegiate Schools of Business (PACSB)

Dr. Joel C. Amante - PQA Senior Assessor

Dr. Marmelo V. Abante - PQA Senior Assessor

Ms. Ma. Christina G. Aquino - PQA Senior Assessor

This Criteria Handbook
is prepared for the
Philippine Quality Award Program
by the
Department of Trade and Industry

Contact the PQA Award Implementing Agency / Administrators:

Award Implementing Agency

Department of Trade and Industry (DTI)
Competitiveness Bureau
National Quality and Competitiveness Division (NQCD)
2nd Floor, HPGV Building
395 Sen. Gil Puyat Avenue, Makati City
Tel. No.: 8890.5128
Email: pqa@dti.gov.ph | cb@dti.gov.ph | nqcd@dti.gov.ph
Website: https://www.pqa.dti.gov.ph

Award Administrator for Private Sector

Philippine Society for Quality, Inc. (PSQ)
Suite 3-2, Sunshine Condominium
9633 Kamagong St., Makati City
Tel. No.: (02) 7957.3420
Mobile No.: 09173207774
E-mail: psqualityinc@gmail.com
Website: https://www.psq.org.ph

Award Administrator for Public Sector

Development Academy of the
Philippines (DAP)
Productivity and Development Center
5th Floor, DAP Bldg., San Miguel Avenue
Ortigas Center, Pasig City
Tel. No.: (02) 8631.2156
Contact: Ms. Melani Mercader
Mobile No.: 09178612236
Email: mercaderm@dap.edu.ph
URL: https://www.dap.edu.ph