

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

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

Keywords: Strategic planning, contex, input, process, product