

Five-Year Strategic Development Plan for A Family-Owned Educational Institution in the Province of Albay

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Abstract

This study presents a five-year strategic development plan for Tanchuling College, Inc. (TCI), a family-owned educational institution in Albay, Philippines, which has provided quality education for nearly five decades. The research examines TCI's history, achievements, challenges, and expansion in infrastructure, personnel, and programs. It evaluated the internal and external factors affecting the institution through a SWOT analysis and proposes a strategic plan to ensure its sustainability. Using a descriptive-exploratory approach, the study involved 229 respondents, including students, faculty, staff, and administrators, through surveys and interviews. The historical analysis highlighted the roles of key figures and documented milestones like program expansion and leadership transitions. The SWOT analysis identified strengths such as academic excellence and branding, weaknesses like financial constraints, opportunities including community engagement and technology, and threats related to economic factors and technological disruptions. The study utilized Resource-Based Theory, Lewin's Change Management Model, and SWOT Analysis to guide institutional transformation. The resulting strategic plan focuses on faculty development, research, enrollment growth, external linkages, financial sustainability, infrastructure upgrades, and program quality. This research contributes to the literature on strategic planning in family-owned educational institutions and provides a model for colleges addressing modernization and sustainability challenges. The plan serves as a framework for TCI's long-term viability and community impact.

Keywords: strategic planning, SWOT analysis, family-owned, institutional sustainability

INTRODUCTION

Background

Educational institutions are vital in shaping societies by nurturing the intellectual, ethical, and social development of communities. In the Philippine context, family-owned schools form a significant part of the educational landscape, especially in the provinces where they serve as accessible avenues for quality education. One such institution is Tanchuling College, Inc. (TCI), a family-owned educational institution located in the province of Albay. For nearly five decades, TCI has continuously provided educational opportunities to the youth of Albay and nearby areas. It has endured the evolving educational landscape marked by national reforms, regional challenges, and global trends.

Tanchuling College, Inc., located in Albay, Philippines, has played an integral role in the region's educational development for over four decades. Like many educational institutions across the globe,

Tanchuling College's growth is influenced by both internal and external factors, including leadership, infrastructure, academic offerings, and broader socio-economic trends. As the education sector evolves, institutions like Tanchuling College must adapt to remain competitive and relevant. A five-year strategic development plan, driven by insights from a thorough SWOT analysis, is a critical tool in helping the institution navigate future challenges and seize opportunities for growth (Renfro, 2024).

The educational landscape in the Philippines has seen dramatic shifts, from the expansion of digital learning to government policies aimed at improving educational quality and accessibility. Similarly, family-owned educational institutions, such as Tanchuling College, face unique challenges and opportunities. Family-run organizations often benefit from strong ties to the community, a clear vision, and a sense of stability, but they must also contend with leadership succession issues and the need for continuous innovation (Goetz & Jansen, 2007). These institutions must develop strategic plans that account for their specific governance models while also responding to larger national and global trends.

Over the past 49 years, Tanchuling College has evolved from a small educational institution into a notable provider of higher education in Albay. Its expansion in infrastructure, faculty, and program offerings is reflective of its mission to provide accessible, quality education. However, as with any institution, growth comes with its own set of challenges. These challenges include varying enrollment numbers, limited budgets, and the ongoing need to revise academic programs to align with job market demands and the evolving needs of students (Brown, 2017). In this context, it becomes essential for the college to engage in a reflective process that assesses its strengths and weaknesses and identifies opportunities and threats that may influence its future (Williamson, 2015).

In the global context, strategic development in education requires careful attention to both internal and external factors. Internally, educational institutions must evaluate their infrastructure, financial health, and human resources. Externally, they must respond to evolving educational policies, demographic shifts, economic conditions, and technological advancements (Helms & Nixon, 2010). One of the most crucial steps in this process is conducting a SWOT analysis, which offers a comprehensive look at the institution's internal capabilities and the external environment in which it operates (*Market Feasibility Study*, n.d.).

Examining the institution's strengths, such as a dedicated faculty or strong community ties, and weaknesses, like outdated facilities or financial limitations could lead to a SWOT analysis which could also establish a strong basis for creating a strategic development plan.

Externally, the global educational environment presents both challenges and opportunities. The rise of online learning platforms, for example, has created a new competitive landscape for traditional educational institutions (Sallis, 2011). Furthermore, educational institutions are now expected to prepare students not only for local job markets but for global opportunities as well (Kini & Podolsky, 2016). This demands an innovative approach to curriculum development, faculty training, and student support services Adoui (2024). The advent of digital tools and platforms in education has revolutionized how knowledge is delivered and consumed, creating new avenues for collaboration, research, and learning beyond the physical classroom (Mazzarol & Soutar, 2008).

For Tanchuling College, a comprehensive five-year strategic development plan is crucial to ensuring its continued relevance and growth in this rapidly changing educational environment. By considering both historical development and a SWOT analysis, the institution can identify key areas for improvement and focus its efforts on addressing the most pressing needs. Furthermore, such a plan will enable Tanchuling College to effectively position itself for long-term growth and success.

A strategic development plan goes beyond identifying challenges; it also enables institutions to harness opportunities and capitalize on strengths. For instance, Tanchuling College's rich history, loyal alumni network, and strong reputation in the region provide a solid foundation on which to build its future. The college's ability to adapt its academic programs to meet emerging industry demands, expand its infrastructure to accommodate growth, and incorporate technological advancements into its teaching and administrative processes will be key to maintaining its position as a leading institution in the region.

In addition to internal factors, Tanchuling College must also consider external variables that can impact its strategic direction. The changing dynamics of the Philippine education system, shifting economic conditions, and the global trend towards online and hybrid learning models present both challenges and opportunities (Kuh & Kinzie, 2007). Examining these external forces and conducting a thorough SWOT analysis can have the college gain ideas that will inform its strategic decisions and ensure its continued growth and competitiveness.

The longevity of any academic institution is a testament not only to its resilience but also to its commitment to purpose, vision, and community service. However, in an age where education is rapidly influenced by globalization, technology, policy shifts, and changing learner needs, family-owned institutions like Tanchuling College, Inc. must ensure they remain relevant, competitive, and sustainable. This requires a clear, forward-looking strategic development plan grounded in a thorough understanding of its history, current realities, and future possibilities.

This study, therefore, sought to formulate a Five-Year Strategic Development Plan for Tanchuling College, Inc., guided by three essential objectives.

First, it aimed to trace the historical development of TCI over its 49 years of operation. This involved a comprehensive look at the significant personages who shaped the institution, its notable achievements, and the milestones that marked its progress. It also included the challenges and setbacks it has encountered, providing a balanced perspective of its institutional journey. In addition, the study examined the college's expansion in terms of infrastructure, the growth in personnel, and the diversification of academic programs offered.

Second, the research assessed the internal and external environments of Tanchuling College through a detailed SWOT analysis. This tool helped uncover the institution's strengths that it can leverage, the weaknesses it must address, the opportunities it can pursue, and the threats it needs to mitigate. This analytical process is essential in understanding the current standing of the institution amid the dynamic and often volatile educational sector in the region and the nation at large.

Chronicling the historical progression of Tanchuling College requires a reflective exploration of its foundational figures, whose leadership and vision have shaped the institution's path. Understanding the personages behind educational institutions provides critical context for their successes and trials. The expansion of Tanchuling College over the decades symbolizes its growth and adaptation to the demands of the students and the community. Its evolving infrastructure, increasing personnel, and the diversification of programs offered reflect the strategic efforts taken to remain competitive and relevant.

In the pursuit of formulating a strategic development plan, a comprehensive SWOT analysis is vital. This tool provides a systematic method for evaluating the institution's internal strengths and weaknesses, along with external opportunities and threats.

Such analysis is crucial in crafting strategies that leverage strengths and address vulnerabilities, as supported by the works of analysts such as Porter (1980) who highlighted the significance of strategic planning in competitive settings. The insights gained from the historical review and SWOT analysis will form the basis

for creating a detailed five-year strategic plan. This plan will outline the future direction of TCI by setting strategic priorities, institutional goals, and action steps necessary for sustained growth and development. It will also address how the institution can maintain its legacy while embracing innovation, ensuring it remains a relevant and reliable educational provider for generations to come.

Family-owned institutions face unique challenges—such as leadership succession, resource constraints, and identity preservation. Through this initiative, Tanchuling College, Inc. not only honors its rich past but also takes proactive strides toward a more promising and sustainable future.

The result of this analysis led into the formulation of a five-year Strategic Development Plan intended for Tanchuling College, drawing from the narratives of its past and the strategic insights of the SWOT analysis. This plan aimed to serve as a roadmap, ensuring Tanchuling College's sustained growth, relevance, and impact in Albay and beyond. This research provided a deeper understanding into how family-owned educational institutions can successfully deal with the complexities of modern higher education and secure their place in an increasingly competitive global market. As education continues to evolve, institutions like Tanchuling College, must remain proactive, adaptive, and forward-thinking in their approach to ensuring long-term success.

Current State of Research in the Field

The formulation of a comprehensive five-year strategic development plan is paramount for family-owned educational institutions in Albay, Philippines, seeking sustainable growth and enhanced competitiveness in an increasingly dynamic educational landscape. This plan necessitates a thorough examination of the institution's historical trajectory, encompassing its foundational personages, significant achievements, notable successes, challenges encountered, and the multifaceted dimensions of its expansion, including infrastructural development, personnel growth, and programmatic diversification (Asyari et al., 2021). This retrospective analysis provides a solid foundation for making informed decisions, allowing the institution to build on its strengths, overcome weaknesses, seize new opportunities, and reduce potential threats. Strategic planning has been shown to have a positive impact on higher education by providing a better system and efficiency, increasing feelings of independence and better communication, promoting a positive attitude toward strategic planning, reinforcing staff participation, maximizing the principals' roles, spurring rapid changes in university development, and guiding both budgeting and financing planning (Deidhae et al., 2020). The current trend reveals a decline in morality, ethics, and the character of the nation's children which emphasizes the importance of strategic planning in educational institutions, allowing them to consider both internal and external factors (Mahardhika & Raharja, 2023).

A critical component of this strategic development plan involves a meticulous tracing of the institution's historical development, beginning with the identification and recognition of key personages who have significantly shaped its identity, mission, and values. These individuals, whether founders, administrators, or faculty members, have played pivotal roles in establishing the institution's unique character and fostering its commitment to academic excellence. Furthermore, a detailed account of the institution's achievements and notable successes is essential, encompassing academic accolades, research breakthroughs, community engagement initiatives, and alumni accomplishments. These milestones serve as tangible evidence of the institution's impact and contribution to the broader educational community (Grauerholz et al., 2020). At the same time, the plan needs to acknowledge and analyze the challenges and setbacks encountered throughout the institution's history, including economic constraints, regulatory hurdles, demographic shifts, and internal conflicts. By understanding the root causes of these challenges, the institution can

develop proactive strategies to prevent their recurrence and build resilience in the face of future adversity. Strategic planning is essential for educational institutions to respond to changes in their environment, and recognizing strengths, weaknesses, opportunities, and threats plays a key role in this process (USTABULUT, 2021).

The growth of an educational institution, encompassing infrastructure, personnel, and academic offerings, requires a thorough analysis within the strategic development plan. Infrastructure development involves not only expanding physical facilities but also modernizing existing spaces to foster innovative, collaborative, and engaging learning environments. This may include upgrading classrooms with modern technology, building advanced laboratories, expanding the library, or creating recreational spaces (Asyari et al., 2021). Additionally, the plan should focus on the strategic recruitment, retention, and professional development of personnel—faculty, administrators, and support staff—to ensure the institution has the necessary expertise to meet its goals. Investment in teacher training is essential to enable educators to effectively teach using 21st-century technologies. Furthermore, a comprehensive review of the academic programs offered is vital to ensure they remain relevant, rigorous, and aligned with the changing needs of students and the job market. The strategic plan should also outline initiatives designed to meet objectives and allow for adjustments and optimization (Cao, 2022).

The Influential Figures in the Historical Development of Colleges

The development and growth of colleges have been shaped by the contributions of various individuals who envisioned, supported, and implemented groundbreaking educational models and institutional frameworks. Figures like John Harvard, whose donation helped establish Harvard College, were among the early philanthropists who saw the importance of founding higher learning institutions in the new colonies. Intellectuals such as Thomas Jefferson, who founded the University of Virginia, advocated for accessible, secular education, which influenced the establishment of public universities in the United States. Leaders like Henry Dunster, the first president of Harvard College, played a pivotal role in shaping the curriculum and academic standards of early American colleges, impacting the intellectual climate of the era. Educators like Mark Hopkins, president of Williams College, stressed the value of close student-faculty relationships and the moral growth of students, contributing to the distinctive character of liberal arts colleges. Visionaries such as Daniel Coit Gilman, the first president of Johns Hopkins University, introduced the research university model in the U.S., revolutionizing higher education by emphasizing graduate studies and scientific research. These individuals, among others, have significantly influenced the evolution of colleges, shaping their mission, structure, and societal impact.

The residential college system, which has deep roots in England, has been an important model in shaping college experiences (Zhou, 2020). Colleges are known for their unique characteristics, such as a strong aristocratic atmosphere, focus on recruiting athletes, training pastors, and having elite rowers (Zhou, 2020). During the 1950s and 1960s, both the U.S. and the U.K. made significant strides in building institutions with a public mission, aiming to provide broader student access, robust faculty rights, and publicly accessible research (Lieberwitz, 2021). This period was marked by efforts to make higher education more inclusive, reflecting a commitment to democratic values and social responsibility (Godonoga & Sporn, 2022). These historical goals remain relevant today, emphasizing the importance of cultural traditions, ethics, societal values, and the development of skills and knowledge (Frederick & Kasztelnik, 2020). Moreover, fostering leadership skills in higher education is crucial to addressing the complexities of a globally competitive environment. Universities play a vital role in producing qualified human capital, solving societal issues, and driving economic progress, all of which require effective and ethical

leadership (Kasalak et al., 2022).

Leadership in higher education is crucial for the success of institutions and their ability to adapt to changing circumstances (Habibi et al., 2022). Higher education leaders can have a significant influence, especially on students, who often view them as role models (Hubchen et al., 2023). Effective leadership is essential for institutional performance, promoting innovation, and shaping the organizational culture within educational settings (Kedemi, 2024). Leadership styles that foster engagement and collaboration are particularly valuable in higher education, where the success of students and faculty depends on a supportive and intellectually stimulating environment (Niță & Guțu, 2023). Institutions' ability to embrace change depends on adaptive leadership that can guide them through transitions (Whittaker & Montgomery, 2022). Leaders who can inspire trust, promote a shared vision, and empower others are critical for cultivating a vibrant academic community and ensuring institutional growth and student success.

Furthermore, leadership development programs in higher education can foster transformational leadership skills (Lamm et al., 2021). These skills are essential for guiding organizations through change, promoting a shared vision, and nurturing a culture of continuous growth. Effective leadership is the result of a complex blend of behaviors and skills acquired through experience and training, which are necessary for guiding others (Issah, 2020). In higher education, developing leadership capabilities is crucial for helping individuals reach their goals, contributing to long-term human development (Reche et al., 2021). Leadership capacity development can significantly benefit individual learners, their academic disciplines, and the broader community (Gigliotti & Spear, 2022).

Academic leaders face unique challenges that set them apart from their counterparts in business or government, as they must integrate teaching, learning, research, and scholarship to foster excellence among faculty (Hemakumar, 2021). In higher education, academic leaders must navigate competing priorities and limited resources while fostering both creativity and productivity, thus contributing to the institution's overall quality (Patimah & Safriadi, 2020). The effectiveness of higher education leaders is essential for institutional transformation, and they must possess the necessary skills and knowledge to navigate complex challenges (Ngcamu, 2020). Moreover, the ability to perceive, analyze, and respond to environmental signals is crucial for identifying opportunities and managing risks (Caputo, 2025). This capability enables institutions to develop innovative strategies and adapt to changing conditions, ensuring long-term success (Caputo, 2025). To effectively manage academic services and deliver quality education, leaders in higher education must demonstrate a commitment to change, enhance learning facilities, and promote innovation (Mokat, 2020).

Leveraging Institutional Achievements for Strategic Development in Private Higher Education

Private higher education institutions operate in an increasingly complex and competitive global environment, requiring a proactive and adaptive approach to strategic planning for ongoing relevance and sustainable growth. A key part of this process involves analyzing and strategically leveraging the institution's past accomplishments and successes (Junaidah et al., 2020). These achievements provide a solid foundation for future strategies, offering valuable insights into the institution's strengths, capabilities, and potential areas for growth (Junaidah et al., 2020). By understanding what has worked well in the past, institutions can allocate resources more effectively, spot emerging opportunities, and mitigate risks, ultimately boosting their competitiveness and advancing knowledge and societal progress (Herawati et al., 2022).

Creating a strategic development plan based on past successes requires a comprehensive evaluation of various institutional metrics, such as the quality of academic programs, research output, student success

rates, alumni engagement, and financial health. It is essential to identify the factors that contributed to these successes, such as innovative teaching methods, impactful research, strong industry partnerships, or successful fundraising efforts (Grauerholz et al., 2020). Institutions should also consider the broader environmental context in which these successes were achieved, including demographic trends, technological advancements, and societal changes (Alkhodhair et al., 2020). Non-public universities play a crucial role in higher education, facing intense competition to attract students. Their success depends on educational quality and effective management, which requires the adoption of advanced technologies to remain competitive, despite the underutilization of such technologies compared to the business sector (Owoc et al., 2021).

Assessing the successes of a private higher education institution involves a multifaceted approach, combining quantitative data with qualitative insights from faculty, staff, students, alumni, and other stakeholders. This includes examining program design, teaching methods, research efforts, and student support services to understand the underlying factors driving institutional success. The strategic plan should clearly outline the institution's vision, mission, and values, aligning them with the identified strengths and opportunities. It should also set specific, measurable, achievable, relevant, and time-bound (SMART) goals, along with clear action steps and resource allocation strategies. Strategic planning should be optimized by reviewing the performance gaps between the organization's long-term vision and short-term objectives, adjusting the approach as needed (Cao, 2022). The plan should also foster a culture of innovation and continuous improvement, incorporating new technologies and adapting to the evolving needs of students. This requires creating mechanisms to monitor progress, evaluate outcomes, and make adjustments as necessary. Several goals have driven the digital transformation in higher education, including enhancing the student experience, ensuring learning quality, and increasing educational accessibility (Hashim et al., 2021). University management needs to be efficient in achieving its own goals as well as serving the community's needs, given its role in connecting with societal interests (Salazar-Rebaza et al., 2022).

For the successful implementation of the strategic development plan, private higher education institutions must cultivate a collaborative and inclusive environment where all stakeholders feel valued, respected, and empowered to contribute to the institution's success. This requires promoting open communication, shared decision-making, and opportunities for professional growth. By adopting a data-driven, collaborative, and forward-thinking approach to strategic planning, private higher education institutions can leverage their past successes to chart a course toward a brighter future, fulfilling their mission to educate, inspire, and empower the next generation of leaders and innovators (Deidhae et al., 2020; Mahardhika & Raharja, 2023). Strategic planning and development are vital to an institution's position, operations, performance, competitiveness, and future success (Cao, 2022). Regularly reviewing the alignment between strategic plans and their execution—considering goals, measures, initiatives, processes, finances, customers, capacity, and growth—will optimize their connectivity and execution (Cao, 2022).

Challenges and Setbacks in Developing a Strategic Plan for a Private Higher Education Institution

The implementation of strategic planning in private higher education institutions is often seen as a key factor in driving positive change, improving system efficiency, and enhancing communication (Deidhae et al., 2020). However, the process of developing and executing a strategic development plan comes with its own set of challenges and potential obstacles that must be addressed proactively by the institution's leadership and stakeholders (Vumilia, 2020). These challenges can arise from a range of sources, including internal organizational dynamics, external market forces, and the complexities present in the higher education sector (Alkhodhair et al., 2020). A major challenge is ensuring active participation from key

stakeholders throughout the planning process, as higher education institutions often involve a wide array of groups with differing priorities and interests (Şahin et al., 2023). Resistance to change may also emerge from faculty, staff, and even administrators who might view new initiatives as threats to their autonomy or job security. Overcoming this resistance requires transparent communication, inclusive decision-making, and a clear explanation of the benefits the strategic plan offers to all involved (Grauerholz et al., 2020). Additionally, the absence of a structured framework for implementing strategies can hinder the institution's ability to effectively align its strategic goals with daily operations, leading to a disconnect between the vision and the actual work being carried out (Hamdan, 2020). This disconnect can be worsened by insufficient resources, unclear authority structures, and a lack of alignment between performance metrics and strategic objectives.

Private higher education institutions must also address external challenges, including increasing competition in the education market and growing societal expectations for accountability (Junaidah et al., 2020). Economic fluctuations, technological advancements, and demographic shifts can all have a significant impact on an institution's financial health, enrollment numbers, and program offerings (Mahardhika & Raharja, 2023). Therefore, strategic plans must be adaptable enough to respond to these external factors, while still remaining aligned with the institution's core values and mission. Institutions need to assess both their internal capabilities and the external environment when developing strategies, integrating new management approaches and concepts (Junaidah et al., 2020). Moreover, the regulatory framework for higher education is constantly changing, and institutions must keep up with modifications to accreditation standards, financial aid policies, and other compliance requirements. A critical issue is the gap between academic program outcomes and job market demands, which must be addressed (Pilonato & Monfardini, 2020). Additionally, sustainability principles should be at the heart of higher education institutions' strategies and integrated into the organizational culture (Žalėnienė & Pereira, 2021).

Internal factors, such as the need to improve student learning quality, faculty development, and the overall educational experience, interact with external pressures such as increased access to education, growing competition, rising student expectations, and the demand for contributions to economic and social development (Onia, 2022). Successfully navigating this complex landscape requires strong leadership capable of guiding the institution through change and adapting to a dynamic environment. Ambiguities in organizational goals and performance indicators can complicate the process, especially when attempting to implement performance measurement systems (Pilonato & Monfardini, 2020). Higher education institutions also need to manage educational policies related to scholarships, internationalization, and evaluation (Mattos et al., 2022).

Addressing these challenges effectively is essential for institutions. They should adopt efficient management strategies to handle organizational changes. Effective management and reform are critical for quickly adapting to shifting external conditions (Jutidharabongse et al., 2024). Institutions should strive to enhance the integration and coordination of all elements in the change management process, ensuring a unified approach to change within the university (Zotova et al., 2020).

Strategic Expansion in Private Higher Education: Integrating Infrastructure, Personnel, and Program Diversification for Sustainable Growth

Achieving sustainable growth in private higher education requires a comprehensive strategy that includes infrastructure development, personnel enhancement, and program diversification (Alkhodhair et al., 2020). Strategic management in this context demands that university leaders adopt innovative approaches, carefully considering both internal capabilities and external opportunities (Junaidah

et al., 2020). Private universities, in particular, face a complex environment marked by rising competition, changing student demographics, and increasing operational costs. Failure to adapt and expand could lead to the institution becoming absorbed into another's growth strategy, underscoring the urgency for proactive development (Lewis et al., 2023). This growth involves not only attracting more students but also providing high-quality education and a supportive learning environment, achieved through strategic investment in the institution's infrastructure (Junaidah et al., 2020).

Infrastructure expansion is a key part of strategic growth, involving the creation of modern, technologically advanced learning spaces, research facilities, and student support services that meet the evolving needs of students and faculty (Junaidah et al., 2020). This includes investing in state-of-the-art laboratories, libraries, and digital resources to support advanced research and academic exploration, while also modernizing facilities to create engaging and comfortable learning environments (Mulyono et al., 2020). Additionally, infrastructure development should incorporate sustainability principles such as energy efficiency and waste reduction, which not only align with environmental goals but also appeal to environmentally conscious students and faculty. Non-public universities play a vital role in higher education, competing fiercely to attract students, highlighting the need for high-quality education and effective managerial leadership within the university (Owoc et al., 2021). Furthermore, investment in technological infrastructure is essential to ensure that the university can effectively use digital tools and platforms to enhance teaching, research, and administrative functions (Gafurov et al., 2020).

Personnel development, including faculty, administrators, and support staff, is another cornerstone of sustainable growth in private higher education. Attracting and retaining skilled faculty is essential, as they directly influence the academic reputation and research output of the institution. This involves offering competitive compensation, research support, and professional development opportunities to foster excellence and innovation. Institutions should also invest in training programs for administrative and support staff to ensure efficient operations across all departments, including leadership development, communication skills, and problem-solving capabilities. A comprehensive approach ensures that personnel at all levels are equipped to contribute to the institution's strategic goals and promote a culture of continuous improvement. Academic institutions should focus on enhancing facilities, addressing student dissatisfaction, and recognizing the role facilities play in student performance (Torres & Manuzon, 2020).

Program diversification is crucial for attracting a wider range of students and meeting the changing demands of the job market. Institutions should conduct market research to identify emerging fields and skills gaps, developing new programs that align with industry needs and societal trends. These programs should incorporate interdisciplinary approaches and experiential learning opportunities such as internships and project-based assignments to prepare students for real-world challenges. Additionally, diversification should include varied delivery methods, such as online, hybrid, and accelerated programs, to accommodate different learning styles and schedules, as well as expanding into vocational training, continuing education, and executive development programs. This flexibility requires ongoing monitoring to assess the effectiveness of programs and adjust them as needed to ensure they remain relevant and high-quality. Addressing the gap between program outputs and job market needs is another critical issue that must be tackled (Pilonato & Monfardini, 2020).

Universities can meet the diverse needs of learners by innovating beyond traditional educational models (Hale et al., 2020). Institutions that prioritize innovation tend to have strategic leadership that fosters competitiveness (Sauphayana, 2021). Integrating infrastructure, personnel, and programs requires a

holistic, coordinated approach, establishing clear communication and collaboration across departments, cultivating a culture of innovation, and aligning resource allocation with strategic priorities. Moreover, robust performance measurement systems should be implemented to track progress, identify areas for improvement, and ensure accountability at all levels (Pilonato & Monfardini, 2020). By strengthening institutional capacity and responsiveness, universities can better prepare students for an uncertain future (Stensaker, 2021). To overcome economic and demographic challenges, universities must continually innovate (Staley, 2020), scaling up existing programs and introducing new initiatives to equip students with the necessary skills for sustainable development (Mondragón et al., 2023). Proper management and leadership are key to ensuring academic quality and adhering to policies focused on citizen development (Salazar-Rebaza et al., 2022).

The ability of managers to perceive and respond to changes in their environment is essential for identifying opportunities and managing risks (Caputo, 2025). Effective management and organizational reform are critical for adapting to shifting external conditions (Jutidharabongse et al., 2024). Strategic planning and implementation enable institutions to respond effectively to challenges and opportunities (Jutidharabongse et al., 2024). Open innovation strategies can further enhance adaptability, enabling the development of sustainable products and services (Jutidharabongse et al., 2024). Institutions must also stay attuned to evolving student demands (Salazar-Rebaza et al., 2022). Higher education institutions should encourage innovation to bridge gaps across various fields (Alenezi, 2023). Strategic expansion in private higher education requires an integrated approach that focuses on infrastructure, personnel, and program diversification.

Institutions must adapt to meet the growing demands for efficiency and accountability, which calls for performance measurement systems that provide the necessary data for management control (Pilonato & Monfardini, 2020). These systems can improve organizational effectiveness and encourage the responsible use of innovation (Jutidharabongse et al., 2024). Strategic planning should consider external factors like demographic shifts, economic conditions, and technological advancements. Higher education institutions must collaborate to improve teaching quality and manage resources effectively, though reforms may also create competition among institutions (Pilonato & Monfardini, 2020). By aligning these elements with the institution's mission and values, private higher education institutions can achieve sustainable growth and make significant contributions to society (Pilonato & Monfardini, 2020; Salazar-Rebaza et al., 2022; Žalėnienė & Pereira, 2021).

Strategic planning leads to enhanced systems, increased efficiency, improved communication, and greater autonomy, emphasizing the value of strategic planning as a management tool (Deidhae et al., 2020). Implementing new technologies or innovations often meets with resistance from staff (Drejeris & Drejerienė, 2022), making it essential to involve staff in planning and implementation (Lemay & Moreau, 2020). By considering both internal and external factors, institutions can better assess long-term goals and develop strategies to meet them (Mahardhika & Raharja, 2023). Specifically, private higher education institutions should adopt a long-term perspective in strategic planning, anticipating future challenges and proactively addressing them. Strategic expansion for private institutions isn't solely about increasing enrollment or revenue; it's about creating a sustainable and thriving institution that meets the evolving needs of students and society (Grauerholz et al., 2020; Vumilia, 2020).

The key goals of digitalization in higher education include improving framework models, business processes, administration, teaching, curriculum, job access, market availability, research, and internet marketing (Alenezi, 2023). Digital technology is essential for efficient management, enhanced teaching, and

improved educational service delivery (Srivastava & Dangwal, 2021). Digital transformation also improves student engagement and learning experiences. The COVID-19 pandemic underscored the importance of digital transformation in higher education, highlighting the need for rapid adaptation to online platforms and remote learning (Marks & AL-Ali, 2020). Institutions should leverage digital tools to improve teaching and learning, streamline administrative functions, and broaden access to education (Qolamani & Mohammed, 2023). This involves investing in digital infrastructure, providing faculty and staff training, and creating innovative online programs (McCarthy et al., 2023).

In addition to physical infrastructure, private universities must invest in digital infrastructure to support online learning, research, and administrative processes (Hashim et al., 2021). This includes robust networks, learning management systems, data analytics, and cybersecurity (Masmali & Miah, 2021). Institutions must also address the digital divide by providing access to technology for students from disadvantaged backgrounds. Universities lag behind other sectors in digital transformation due to ineffective leadership, lack of innovation, and insufficient funding (Rodríguez-Abitia & Bribiesca-Correa, 2021). To endure over time, universities must embrace digital technologies (Alenezi, 2023). Challenges such as limited funding, outdated IT infrastructure, and resistance to change from staff and faculty must be overcome.

Personnel development plays a crucial role in strategic expansion in private higher education, involving the recruitment of qualified individuals and providing ongoing training and development (Santos, 2024). Institutions must invest in faculty development programs to improve teaching, foster research productivity, and innovate curriculum design. These programs should cater to faculty at different career stages and include topics like instructional technology, assessment techniques, and inclusive teaching practices. Furthermore, institutions should cultivate a culture of continuous learning and improvement, encouraging faculty and staff to pursue professional development and stay updated on trends and best practices.

The Impact of Internal and External Factors on the Organization: A SWOT Analysis

To ensure high-quality education for students and provide additional support alongside general humanitarian aid, educational institutions must meet certain requirements (Shaheen et al., 2020). Academic institutions should focus on renovating and improving their facilities to address student dissatisfaction (Torres & Manuzon, 2020). The strategic plan should emphasize the quality of academic programs and organizational outcomes (Mattos et al., 2022). Curriculum reform is a long-term undertaking that requires careful strategy, involving reflection and experimentation (Lemay & Moreau, 2020). Developing new programs and updating existing ones should be guided by market research, industry trends, and the institution's unique strengths and capabilities. Furthermore, sending faculty members to graduate programs, such as master's (S2) and doctoral (S3) degrees, is important to meet the evolving needs of the learning process (Herawati et al., 2022). Strategic planning in higher education helps institutions achieve their goals, revise educational programs, and develop leadership (El-Din & Al-Mekhlafi, 2021).

Educational institutions should set clear and measurable objectives that align with their mission, values, and vision for the future. These objectives should be specific, measurable, achievable, relevant, and time-bound, creating a roadmap for progress and allowing the institution to track performance over time. The strategic plan should also outline the specific strategies and initiatives to be implemented to achieve these objectives, considering the institution's resources, capabilities, and competitive landscape. Additionally, clear accountability lines should be established, assigning responsibility for the implementation of strategies and initiatives to specific individuals or teams within the institution. Strategic planning is critical as it is the core function of an organization (Macabinguil, 2022).

Given the challenges and changes in the education sector, strategic planning requires bold actions (Vumilia, 2020). By analyzing the institution's historical development, examining its growth, and defining strategic goals and initiatives, the plan will act as a guide for future growth and success (Cao, 2022).

SWOT analysis, a key strategic tool, serves as the foundation for assessing the interplay between internal resources and external factors, revealing an organization's strategic position (Lemay & Moreau, 2020; Rusdiansyah et al., 2020). The value of SWOT analysis lies in its ability to distill complex data into actionable insights, helping organizations make informed decisions that leverage strengths, address weaknesses, exploit opportunities, and mitigate threats (Šarić & Rosi, 2020; Taherdoost & Madanchian, 2021). Understanding and scanning the environment is essential for making the best use of resources (Rashid, 2024). SWOT analysis helps organizations identify opportunities and threats in the external environment while evaluating their internal strengths and weaknesses, aiding in the creation of sustainable strategies (Mokhtar, 2021). Analyzing these four elements—Strengths, Weaknesses, Opportunities, and Threats—provides a concise overview of an organization's

situation, which can then guide further analysis (Morris, 2020). Organizational policies and strategies may evolve in response to the digital era (Taherdoost & Madanchian, 2021).

The "Strengths" aspect of SWOT analysis reflects an organization's inherent advantages, such as a strong financial position, established brand, advanced technology, skilled workforce, or efficient processes, which give it a competitive edge (Chai et al., 2020). Leveraging these strengths is essential to maximizing an organization's potential and achieving its strategic goals (Surveyandini, 2022). "Weaknesses," on the other hand, refer to internal limitations that may hinder an organization's performance or competitive position, such as limited financial resources, outdated technology, or insufficient skilled personnel. Addressing these weaknesses is critical for improving organizational efficiency and reducing risks (Indrawanto et al., 2021; Taherdoost & Madanchian, 2021).

"Opportunities" in SWOT analysis refer to favorable external trends or factors that an organization can take advantage of, such as market changes, emerging technologies, or new government policies. Recognizing and seizing these opportunities can help an organization grow and lead in its market (Zhu, 2022). Conversely, "Threats" are external challenges that could undermine an organization's goals, such as increased competition, economic downturns, regulatory changes, or evolving customer needs. Effectively managing these threats requires proactive risk management and strategic adaptation (Gorla et al., 2023; Kamkankaew, 2023; Mardiyana et al., 2022).

The strategic value of SWOT analysis lies in its ability to help organizations make informed decisions by providing a comprehensive view of internal and external factors. Comparing internal strengths and weaknesses with external opportunities and threats allows organizations to identify strategic options that align with their strengths, address their weaknesses, and capitalize on opportunities (Ardi et al., 2023). SWOT analysis also encourages strategic thinking, enabling organizations to proactively respond to market changes and anticipate challenges. By conducting a SWOT analysis, business leaders can gain valuable insights into their strengths, weaknesses, opportunities, and threats, which can inform effective strategies (Syamsiah & A.R., 2022). Additionally, SWOT analysis fosters collaboration by providing a shared understanding of the organization's strategic context among different departments and stakeholders (Puyl et al., 2023).

For example, weaknesses like limited access to capital can be addressed by leveraging strengths such as strong data security and accuracy to capitalize on opportunities in data access and diversify strategies to counter threats (Tahir & Raharja, 2021). By embracing environmental awareness, organizations can develop

long-term strategies that lead to sustainable competitive advantages while contributing to social and environmental well-being. Dynamic capabilities are also crucial for enabling businesses to adapt to market changes, competitive pressures, or technological advances (Jutidharabongse et al., 2024). Networking, partnerships, and inter-organizational relationships are essential, especially for smaller organizations, as they foster skill development and facilitate access to complementary resources (Caputo, 2025). Strategic insights can be gained by applying the SWOT framework to internal capabilities and external opportunities and threats (Rashid, 2024; Thomas et al., 2022).

Problem in the Field

Tanchuling College, Inc. (TCI), a family-owned educational institution in Albay, has provided nearly five decades of quality education, but it now faces significant challenges that threaten its future growth and relevance. The educational landscape is undergoing rapid changes, driven by national reforms, technological advancements, and increasing competition from both public and private institutions. These shifts, coupled with internal issues such as leadership succession, limited resources, and the need for continual innovation, require TCI to reassess its direction to ensure sustainability.

The absence of a strategic development plan makes it difficult for the college to proactively address its challenges and seize emerging opportunities. A comprehensive SWOT analysis is needed to examine TCI's strengths, weaknesses, opportunities, and threats, helping the institution understand the internal and external factors that could shape its future. Moreover, the institution must tackle critical issues such as updating infrastructure, expanding faculty expertise, and diversifying academic programs to remain competitive and responsive to the evolving needs of students.

This research sought to develop a five-year strategic development plan for TCI that will guide its growth, address its weaknesses, and position the institution for long-term success in a competitive educational environment.

Synthesis of the State-of-the-Art

The aforementioned literature and studies served as a guide to the researcher in conducting the present study.

The studies reviewed focused mainly on the constraints in implementing changes in organizations and organizational change management, considering their similarity and connection to the topic being studied. For Tanchuling College, Inc., the need for a comprehensive strategic development plan is apparent, especially in light of its historical growth, current challenges, and future opportunities. As a family-owned institution, TCI's leadership and governance must manage the complexities of organizational change, balancing tradition with the need for modernization. The integration of historical analysis, SWOT assessments, and strategic planning frameworks will enable the institution to not only address immediate challenges but also position itself for long-term sustainability in an increasingly competitive educational landscape.

The reviewed literature highlights the critical need for effective strategic development planning within educational institutions, especially in family-owned settings such as Tanchuling College, Inc. (TCI). Several studies have focused on the unique challenges faced by these institutions, including leadership succession, resource constraints, and the need for continual innovation to remain competitive. According to Goetz and Jansen (2007), family-run organizations tend to benefit from strong community ties and a clear vision; however, they often struggle with leadership transitions and the pressure to modernize in an

ever-evolving educational landscape.

In the context of strategic planning, studies by Brown (2017) and Deidhae et al. (2020) emphasized the importance of leveraging historical achievements and assessing internal and external factors through SWOT analysis. This approach has been identified as an effective tool for aligning an institution's strengths and weaknesses with opportunities and threats in the external environment. The strategic planning process allows for informed decision-making and the formulation of goals that drive long-term growth and sustainability (Helms & Nixon, 2010; Sallis, 2011). Furthermore, Mazzarol and Soutar (2008) pointed out that educational institutions must increasingly incorporate digital technologies and adapt to global trends in online and hybrid learning models to stay competitive.

Challenges in implementing change within organizations, particularly in family-owned businesses, have also been well-documented. Studies by Pilonato and Monfardini (2020) and Junaidah et al. (2020) discussed the resistance to change that often arises from staff and stakeholders, particularly in educational institutions with long-standing traditions. This resistance can hinder the development and implementation of strategic plans unless the process is managed inclusively and transparently, allowing for the active involvement of all parties. Moreover, strategic development plans in educational institutions must also address the growing demand for infrastructure modernization and personnel development, as noted by Asyari et al. (2021) and Alkhodhair et al. (2020).

The integration of infrastructure development, faculty enhancement, and program diversification is emphasized as a key factor in the growth of private higher education institutions (Junaidah et al., 2020). The reviewed literature aligns with the findings of Cao (2022), who stresses the importance of aligning institutional resources with strategic priorities and ensuring that faculty and staff are equipped to meet the demands of the future. The process of strategic expansion, involving both physical infrastructure and the development of new academic programs, is critical for maintaining an institution's relevance in a competitive environment (Mulyono et al., 2020; Jutidharabongse et al., 2024).

The reviewed studies provide valuable insights into the complexities of strategic planning in educational institutions, particularly those that are family-owned. The literature underscores the necessity of conducting a comprehensive SWOT analysis, addressing internal challenges, and adapting to external changes to formulate an actionable, sustainable strategic development plan. The research conducted in this study built on these findings by focusing on Tanchuling College's unique historical context, internal capabilities, and the external forces shaping its future.

Gap Bridged by the Study

The development of strategic plans for educational institutions, especially family-owned ones, has been a growing area of research. While numerous studies have examined the challenges faced by family-owned businesses in various sectors, few have explored the specific challenges encountered by family-owned educational institutions in adapting to the rapidly changing educational landscape. Family-owned colleges, like Tanchuling College, Inc. (TCI), have unique strengths, such as community ties and a clear mission, but also face specific hurdles, including leadership succession, resource constraints, and the need for modernization. Although studies have addressed the broader landscape of strategic planning in higher education (Junaidah et al., 2020; Mazzarol & Soutar, 2008), there has been limited researches focusing on the intersection of family ownership and long-term strategic development in educational institutions. For example, many studies have highlighted the need for infrastructure development, program diversification, and faculty training, yet few have looked at how family-owned educational institutions can balance these needs with the

challenges inherent in family governance and the legacy of the institution (Brown, 2017).

The gap exists in the application of strategic development plans specifically tailored to family-run institutions in provincial areas where there are often additional limitations, such as limited funding, lower student populations, and a resistance to change due to long-standing traditions. This research sought to bridge this gap by focusing on Tanchuling College's specific context, providing a comprehensive, actionable five-year strategic development plan that will guide its growth. The study aimed to address how TCI can leverage its strengths, adapt to external changes, and overcome internal challenges to remain competitive and sustainable in an increasingly complex educational environment.

Objectives of the Study

This study assessed the historical development and the strengths, weaknesses, opportunities and threats of Tanchuling College, Inc. Specifically, it aimed to:

1. Trace the historical development of Tanchuling College, Inc. over its 49 years of existence in terms of:
 - a) personages;
 - b) institutional achievements;
 - c) setbacks encountered; and
 - d) expansion in terms of
 - d.1. programs offered
 - d.2. number of personnel
 - d.3. infrastructure.
2. Identify the strengths, weaknesses, opportunities and threats faced by Tanchuling College Incorporated; and
3. Design a five-year Strategic Development Plan for Tanchuling College Incorporated to guide its future growth and sustainability.

Theoretical Framework

The study is anchored on Resource-based Theory, Lewin's Change Management Theory and the SWOT Analysis framework.

The resource-based view (RBV) has become a key theoretical framework for understanding how firms attain and maintain competitive advantages (Pablo et al., 2007). This perspective suggests that a company's internal resources and capabilities are the primary drivers of its performance, rather than relying solely on external market forces (Pablo et al., 2007). It highlights the importance of identifying, cultivating, and utilizing resources that are valuable, rare, hard to imitate, and non-substitutable in order to create a competitive advantage (Daly, 2020).

In contrast to traditional industrial organization economics, which emphasizes the role of the external environment and industry structure in determining firm profitability, the resource-based view focuses on leveraging a firm's unique internal strengths to capitalize on opportunities in the market. According to this view, a sustained competitive advantage depends on four key conditions: having superior resources, limiting competition ex post, ensuring resources are not easily mobile, and imposing ex ante barriers to competition (Peteraf, 1993). These conditions together allow a firm to protect its competitive position and achieve above-average long-term returns.

The RBV underscores the strategic importance of a company's internal resources, which may include tangible assets, intangible assets, and organizational capabilities, in creating value and distinguishing the

company from competitors (Madhani, 2010). Firms with superior resources are better positioned to seize market opportunities and generate greater profits. Resources are considered valuable if they help a company exploit opportunities or mitigate threats in the external environment (Newbert et al., 2007). Resources are rare if they are not widely available to competitors, providing the firm with unique advantages. For a resource to sustain a competitive edge, it must be difficult for competitors to replicate or replace, ensuring long-term differentiation (Peteraf, 1993). In industries where resources are common and easily transferable, companies must develop capabilities to turn these resources into unique and immobile processes, thus securing a sustainable competitive advantage (Kabue & Kilika, 2016). Additionally, resources must be non-substitutable, meaning that competitors cannot easily find alternatives that would yield the same strategic results (Halawi et al., 2005). Ultimately, the resource-based view stresses the strategic value of internal resources and capabilities in driving superior performance and maintaining competitive advantage (Piening, 2012).

Kurt Lewin's Change Management Model, widely adopted by organizations worldwide, was developed in the 1940s by physicist and social psychologist Kurt Lewin, who used his background in physics to illustrate social change through the metaphor of an ice block. The model was named after the process of transforming an ice block into a new shape: to change its form, it must first melt (unfreeze), be poured into a new mold (change), and then refrozen into the new shape (refreeze).

By framing change as a three-stage process, organizations can better prepare for a new status quo, minimizing complexities and designing strategies for managing transitions. The model also supports smoother adaptation to change, reducing disruptions and easing the adjustment process for employees and stakeholders.

The *Unfreeze* stage aims to prepare the organization for change by raising awareness of the need for transformation and building readiness. The *Change* stage involves the actual implementation of new processes, behaviors, or systems. In the final *Refreeze* stage, the goal is to stabilize the changes and integrate them into the organization's culture and daily practices. Companies can apply this model to various transformations, including changes to systems, structures, processes, workforce behaviors, skills, or corporate culture, helping align employees toward collective goals.

SWOT Analysis is a widely-used tool for evaluating an organization's position relative to its competitors. While often attributed to Albert Humphrey in the 1960s, the exact origin of the tool remains debated. The SWOT Matrix helps organizations identify and differentiate their unique position in the market. Beyond its business applications, it can also be used by individuals to assess their personal performance against others. The SWOT Analysis evaluates both internal factors—such as strengths and weaknesses—and external factors, such as opportunities and threats. "Strengths" and "weaknesses" are internal factors that can give a competitive advantage or create disadvantages. "Opportunities" and "threats" are external factors that present potential benefits or challenges to an organization's success (Klein et al., 2018).

The concept of strategic fit refers to how well the internal factors of a company align with external factors, which is a crucial objective for all organizations seeking to ensure their operations and strategies are in harmony with their external environment.

Conceptual Framework

The *input-process-output* (IPO) of Systems Theory was used in this study. Systems Theory provides a robust framework for understanding complex entities by examining their components and interactions within a defined boundary. The fundamental principle of *systems theory* posits that a system is more than just the sum

of its individual parts, highlighting the importance of relationships and interactions in determining the system's overall behavior (Rashid, 2024). This approach emphasizes a holistic perspective, urging us to consider the interconnectedness of elements rather than focusing solely on isolated components (Mele et al., 2010). At the core of *systems theory* is the concept of input-process-output, a model that elucidates how systems function and interact with their environment (Mulligan, 2014). The *input-process-output* model is a cornerstone of *systems theory*, providing a structured way to analyze how systems operate and interact with their surroundings (Mulligan, 2014).

The input phase consisted the historical development of Tanchuling College, Inc. along personages, achievements and notable successes, challenges and setbacks encountered and expansion in terms of infrastructure, number of personnel and programs offered. The process stage included the assessment of the school's strength, weaknesses, opportunities and threats through a comprehensive SWOT analysis. Data gathered were tabulated, analyzed and interpreted. The output of the study was the development of a five-year strategic development plan based on the results of the SWOT analysis. Figure 1 illustrates the theoretical and conceptual framework of the study.

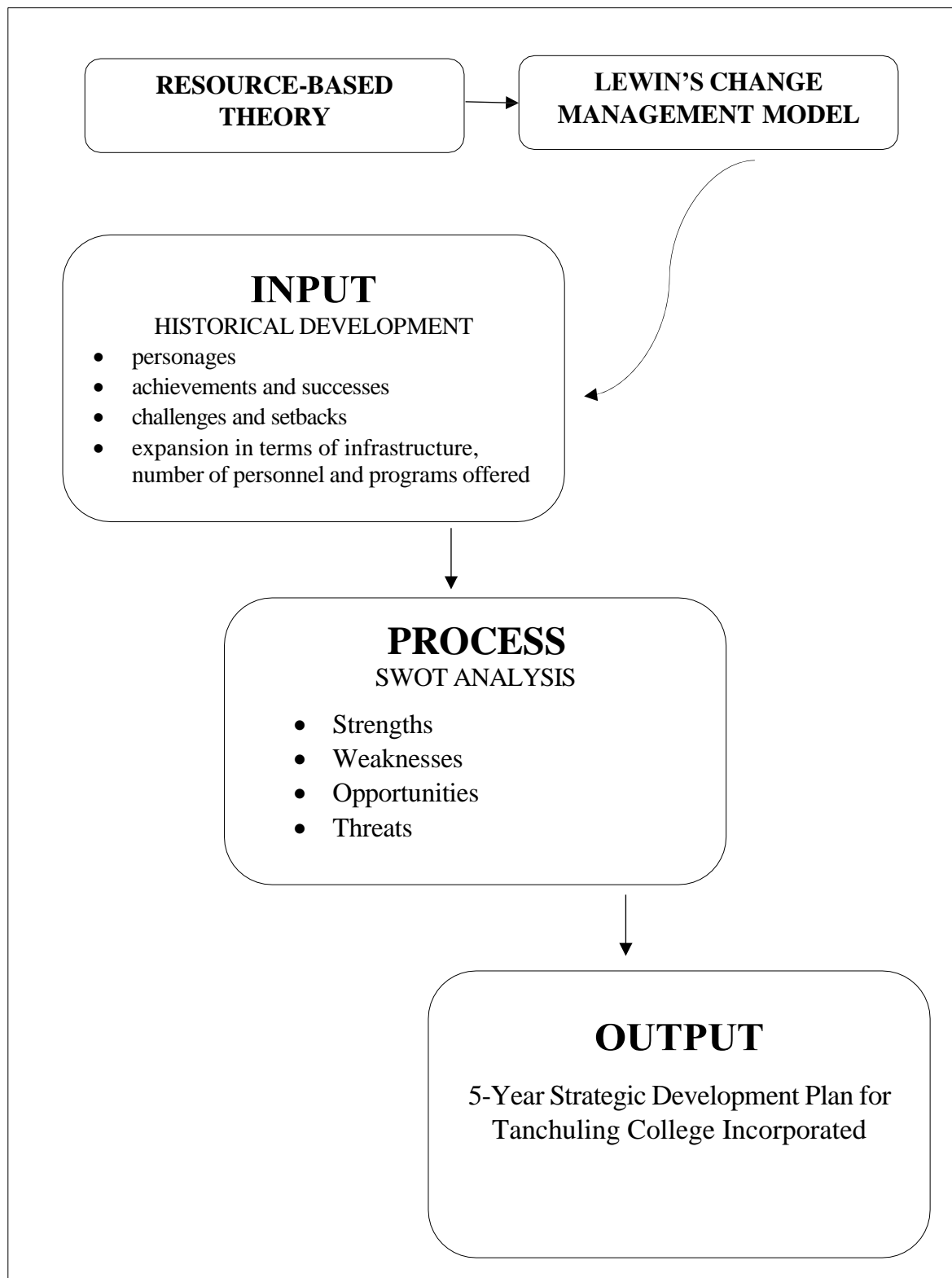


Figure 1. Theoretical and Conceptual Framework of the Study

METHODS

This chapter presents the research design used, the respondents considered, the data gathering procedures, the statistical treatment of the data and the ethical considerations of the study.

Research Design

This study utilized the descriptive-exploratory design. Exploratory research is particularly suitable for investigating areas where there is limited prior understanding, helping to identify new insights or hypotheses for further study. According to Creswell (2014), exploratory research focuses on gaining an initial understanding of a phenomenon, especially in situations where there is little existing knowledge.

This study is exploratory in nature as it aimed to explore the internal and external factors influencing the development of Tanchuling College, Inc. over its 49 years of operation. Through a comprehensive SWOT analysis, the research investigated the strengths, weaknesses, opportunities, and threats facing the institution, uncovering patterns and dynamics that impact its growth and sustainability. The findings led to the development of a strategic development plan for the next five years which offers a foundation for future strategic decisions based on the insights gained from exploring these factors.

Respondents of the Study

The respondents of the study with a total of 229 were classified into three major categories.

The first group consisted of the fourth-year students of Tanchuling College, Inc., totaling 173 participants. The decision to include only fourth-year students in the SWOT analysis of Tanchuling College, Inc. was based on their comprehensive and well-rounded perspective of the institution. Having spent the longest time at the college, fourth-year students possess extensive experience with its programs, infrastructure, and overall development. Their feedback reflects the cumulative impact of the college's growth, allowing them to provide informed insights into its strengths, weaknesses, opportunities, and threats. Also, their readiness to offer constructive feedback, shaped by years of academic and non-academic experiences, makes them an invaluable group for assessing the effectiveness of TCI's expansion and strategic direction.

The second group included full-time faculty and staff, comprising 45 individuals. These respondents were chosen for their firsthand knowledge of the institution's operations, teaching practices, and internal culture. Their perceptions contributed significantly to understanding the strengths, weaknesses, and internal dynamics of the college, particularly in relation to staff engagement, faculty development, and the college's response to internal challenges.

The third group consisted of the department heads and the president, a total of 11 key decision-makers in the institution. This group provided critical information on the leadership structure, strategic decisions, and long-term vision of Tanchuling College, Inc. Their perspectives were essential in assessing the institution's management practices, leadership succession, and future planning efforts for the college's continued growth and sustainability.

Purposive sampling and total enumeration were used to ensure that the study gathered data from individuals with significant experience and knowledge of the institution's operations and development. The students were selected based on their experience at the college, while the faculty and staff were chosen for their direct involvement in the academic and administrative functions. The department heads and the president were selected due to their roles in making strategic decisions for the institution. This approach ensured that the study captured a comprehensive view of Tanchuling College, Inc.'s development from various perspectives within the institution.

Table A.

Distribution of the Respondents of the Study

Respondent	Number
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Fourth Year Students	173
Full-time Faculty and Staff	45
Department Heads and the President	11
Total	229

Research Instrument

The primary data collection tool used in this study was a researcher-made questionnaire with a structured interview guide designed to capture understanding on the historical development, internal and external factors, and strategic planning for Tanchuling College, Inc. over its 49 years of existence. This questionnaire was developed to align with the study's objectives and the unique context of a family-owned educational institution.

The items in the questionnaire were crafted based on a combination of theoretical frameworks, literature, and expert consultation to ensure they addressed the core themes of the research, such as the institution's growth, sustainability, challenges, and opportunities. The questions were designed to document the institution's journey, identify key challenges and accomplishments, and assess the current situation through a SWOT analysis. The questionnaire was divided into four sections. Each section addressed a specific aspect of Tanchuling College, Inc.'s development and future planning.

The first section, Historical Development of Tanchuling College, aimed to document the institution's significant milestones and achievements over its 49 years of existence. It focused on capturing the contributions of family members and staff, as well as noting infrastructure developments that had shaped the college's growth.

The second section, Strengths, Weaknesses, Opportunities, and Threats (SWOT), asked respondents to evaluate various factors that influence the institution's current position and future prospects. Using a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), respondents assessed the college's performance in critical areas such as academic excellence, infrastructure, financial stability, human resources, student services, and reputation. This section sought to gather a comprehensive understanding of the college's strengths, identify weaknesses, explore potential opportunities for growth, and address threats that could impact its sustainability. The respondents were guided by a five-point Likert scale with the following ratings and adjectival descriptions in answering SWOT analysis questions.

NUMERICAL RATING	MEAN RATING	ADJECTIVAL DESCRIPTION
5	4.50-5.00	Strongly Agree (SA)
4	3.50-4.49	Agree (A)
3	2.50-3.49	Neutral (N)
2	1.50-2.49	Disagree (D)
1	1.00-1.49	Strongly Disagree (SD)

The final section, Strategic Development, sought the respondents' opinions on the strategic initiatives that should be prioritized over the next five years. The respondents were asked to share their thoughts on areas such as academic improvements, infrastructure projects, and technology upgrades, which offered important input on the institution's future direction and planning for sustained growth.

Data Gathering Procedure

Upon approval of the research proposal, the researcher sought the approval of the involved parties. The researcher submitted a letter to the School President requesting permission to conduct the study. A similar letter, along with the attached questionnaires were administered to the students, faculty, staff, department heads and to the president as they were identified as the respondents. The researcher assured the respondents that the data they provided would be kept confidential, and it was clearly communicated that the data would be presented in summary form with the protection of their identities.

In addition to the completed questionnaires, the researcher also conducted interactive interviews with key personnel from each institution. The researcher aimed for a 100% retrieval rate of the survey questionnaires. The completed questionnaires were collected at the respondents' convenience. All data collected were entered into a Master Tally Sheet and were subjected to statistical analysis. The results were then tabulated, analyzed, and interpreted.

Moreover, as part of the data gathering process, the researcher conducted a document analysis by reviewing old files and records of Tanchuling College, Inc. This was done to collect documents related to the historical development of the institution. These documents were examined to provide additional context and depth to the research, particularly in tracing the key milestones, achievements, and challenges faced by the college throughout its 49 years of existence.

Validation of the Research Questionnaire

The research tool underwent an extensive process of external validation, with input from experts, and was subjected to two phases of validation.

The first phase involved validation by the Research Committee upon presentation of the research tool. The second phase focused on content validation by external validators, including school presidents, faculty, and administrators from other education institutions. These experts were consulted to provide feedback on the questionnaire's content, structure, and clarity, ensuring it accurately captured the necessary information relevant to the study.

The experts carefully examined the questionnaire items and offered suggestions to improve its relevance and reliability. They focused on ensuring that the questions were clear, unbiased, and understandable to the respondents, while also verifying that the instrument covered all aspects of the study.

Following a thorough review and multiple rounds of revisions based on their feedback, the research instrument was deemed appropriate and suitable for the study. Also, pilot testing was conducted to further refine the tool. A small group of respondents participated in the pilot test. This allowed the researcher to identify any potential issues with the questionnaire and make necessary adjustments before the full distribution. Only after this careful validation and pilot testing process did the researcher proceed with distributing the questionnaires to the selected respondents, confident that the tool would produce accurate and meaningful data for analysis.

Statistical Treatment of Data

This study employed descriptive statistics to evaluate the responses related to the objectives of developing a Five-Year Strategic Development Plan for Tanchuling College, Inc. over its 49 years of existence. According to Aquino (1974), careful interpretation of the data was essential, and the analysis followed a structured and logical reasoning process. The following statistics were utilized:

The *Likert Scale* was used to capture subjective opinions regarding the strengths, weaknesses, opportunities

and in Tanchuling College, Inc. This scale allowed the respondents to rate their agreement or disagreement with various statements, providing valuable perspectives on the institutional practices and leadership approaches.

The *Weighted Mean* was applied to analyze the level of responses for the second research objective.

Frequency Count and Ranking were used to determine how often the strengths, weaknesses, opportunities were mentioned by the respondents. This helped identify the most frequently discussed factors and allowed for a deeper understanding of the issues facing the institution.

In addition to the survey data, *document analysis* was conducted by reviewing old files and records of Tanchuling College, Inc. The researcher analyzed documents related to the historical development of the institution, which provided further context on milestones, achievements, challenges, and strategic decisions. This document analysis complemented the survey data which had enriched the study's findings and contributed to the comprehensive development of the Five-Year Strategic Development Plan.

Ethical Considerations

The researcher obtained formal approval from the School President of Tanchuling College, Inc. to proceed with the study, ensuring that the research aligned with the institution's protocols and ethical standards. Permission was sought and granted before the commencement of any data collection activities, maintaining transparency and compliance with the organization's policies.

Throughout the administration of the research instrument, the researcher clearly explained to all respondents the purpose and significance of the study. This explanation highlighted the potential benefits and relevance of the research. The researcher emphasized that the data collected would be used exclusively for educational research purposes.

The respondents were also assured that their responses, along with their identities, would be treated with the utmost confidentiality. A coding system was implemented to anonymize individual identifiers to ensure the protection of personal information. All data collection procedures were clearly communicated to the respondents to make sure that they were fully informed of each step involved and what was expected of them. Furthermore, the researcher explicitly communicated to each participant their right to withdraw from the study at any time without any repercussions, stressing that participation was entirely voluntary. This approach aimed to promote a comfortable and trustworthy environment, encouraging participants to provide truthful and authentic responses.

In addition to the survey data collection, document analysis was conducted by reviewing old files and records related to the historical development of Tanchuling College, Inc. Ethical considerations for document analysis included obtaining proper permission from the institution to access the records and ensuring that any sensitive or confidential information in the documents was handled with care. The researcher ensured that the documents were used solely for the purpose of this study, respecting the confidentiality and privacy of the institution and its stakeholders. Any identifiable information was excluded from the analysis, and the researcher adhered to ethical guidelines for handling institutional records, thereby ensuring the integrity of the document analysis process.

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RESULTS AND DISCUSSIONS

1. Historical Development of Tanchuling College, Inc. Over Its 49 Years of Existence

Tanchuling College, Inc., a hallmark of education in the Bicol Region, has long been a beacon of learning and service for almost five decades. Established in 1976, the evolution of the institution has been unswerving with

the changing educational and social dictates. This institution of learning was formed in a very humble way, turned into a highly revered university institution known for academic excellence, community service, and character building. This section addresses the chronicles of milestones, changes, and transformations that have undergone in almost 49 years of Tanchuling College, underlining strength, foresight, and commitment that are part of the legacy.

a. Personages

The rich history of Tanchuling College, Inc. is interwoven with vision, guidance, and dedication of the individuals determining the course of the institution for the past 49 years. From its establishment, through its continued growing, the institution's development is a story of the ardent efforts of pioneering educators, administrators, and community leaders. This is an ultimate commitment towards academic excellence and public service putting bricks on the foundation of success. This overview accounts for evolution in Tanchuling College as part of these key personages such as namely highlighting contributions, leadership styles, and the legacy left behind in pursuit of quality education. Figure 2 presents the historical development of Tanchuling College Incorporated in terms of personages.

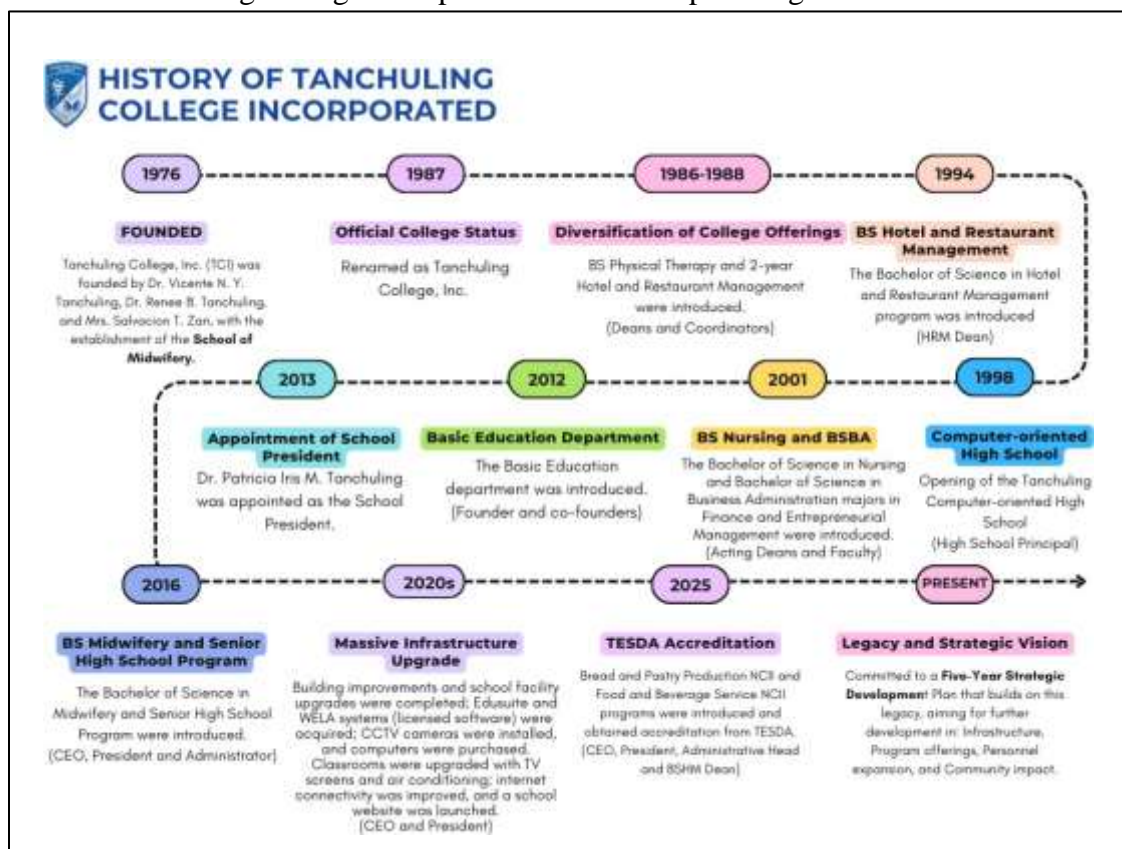


Figure 2. Historical Development of Tanchuling College Incorporated

Tanchuling College Incorporated began with the dreams of the founder and his wife. Interestingly, they first opened a hospital in 1972 in Legazpi City, Albay, after the couple ended their successful medical practice in the United States of America in 1971. In response to the demand for skilled labor in the health business, the founder and his co-founders established Tanchuling College of Midwifery in 1976, which became Tanchuling College Incorporated in 1987. Data from the interview with key respondents revealed that the evolution of Tanchuling College, Inc. indeed has roots deep within the leadership, vision, and continuous dedication of the founders, specifically the founder himself with the establishment of the

School of Midwifery in 1976, followed by other administrators who expanded the academic offerings for the college. Their valuable contributions include the opening of varied programs including BS Physical Therapy, BS Nursing, the majors of BSBA, BS Hospitality Management, Information Technology, and TESDA-accredited programs, which have widened the academic scope of the institution and have met the changing demands of the community.

Over time, the institution has built a strong foundation laid on the vision of education, health, and community service. In 1976, School of Midwifery was offered as a complement to hospital operations. With this early thrust towards paramedical education, a platform was laid, which afterwards followed a pattern of strategic and responsive growth. By 1986, with many prominent supporters, it was the institution's inclusion of the Bachelor of Science in Physical Therapy (BS PT) into its programs. Two years later, in 1988, the College entered quite another field altogether with the commencement of a two-year Hotel and Restaurant Management program, thereby signaling early on and deliberately a shift toward diversification.

The early 1990s marked the institutionalization of the governance of this institution. In 1992, the appointment of the treasurer charged with the responsibility for contributions and donations signified further administrative complexity. That same year, the school was incorporated into a leadership core composed of the founder's family. That time around, the members of the family became the very first group of trustees and incorporators to the institution, thus further strengthening its legal and administrative framework. In 1994, further growth of the school came with the launching of the Bachelor of Science in Hotel and Restaurant Management in response to the growing interest in the hospitality industry while reaffirming its commitment to relevant, in-demand programs.

In 1997, a critical advance was made when amended Articles of Incorporation were filed, permitting further expansion beyond the paramedical realm. This legal development was the groundwork for enabling the subsequent diversification. Following this, in 1998, the founders, alongside the co-founder and the high school principal, opened a Computer-Oriented High School, fulfilling the school's immediate responsiveness to the growing importance of digital literacy and information technology. A moment in the broadening of higher education programs came in 2001, with the introduction of BSBA majors in Finance and Entrepreneurial Management and a BS Nursing program. These initiatives had the support of the founders and the next-generation leaders signifying the continuous transfer of leadership and commitment to quality education in various fields.

The leadership of the School President alongside the CEO became a generational shift in 2013. Together, they looked at the improvement of school facilities, such as laboratories and other vital structures. This period became evidently focused on modernization and student welfare. By 2016, with the reintroduction of the BS in Midwifery program, the management team led by the administrator rekindled the original vocation of the school. These events showed a balanced approach that respected the side of traditions while diving into technology.

In the 2020s, several programs became nonoperational, and such programs included the BS PT, BSIT, and BSBA, Health Care Services NC II, and even pre-school and elementary education. Accordingly, the institution demonstrated resilience and pivoting although with agonistic but prudent leadership, repair of facilities, inauguration of scholarship programs for retention and access, and restructuring its programs. The ICT Department, along with the administration of the school, enhanced modernization by incorporating Edusuite and WELA software systems, security CCTV cameras, enhancing functionalities of the Computer Labs, and internet connectivity. In addition, classrooms were equipped with television screens, air

conditioning systems, and the launching of a new website for the school that served for communication and promotion of the school.

Moreover, the marketing team kept up the pace with digital developments by strengthening the social media presence of the school, especially its official Facebook page, which serves as an effective outreach platform to potential students. On the other hand, the Facilities and Infrastructure Committee has spearheaded the undertaking of different major developments such as the construction of a new academic building, upgrading of laboratories, and improvement of student services such as canteens, dormitories, and play courts. This symbolizes one major area of institutional total development investment that students stand to enjoy.

In 2023, the CEO and School President sustained the efforts by supervising the construction of a new school building, followed by the acquisition of yet another building in 2024. These expansions signaled not just anticipated increases in enrollment or academic offerings; they also signified the readiness of the institution to accommodate a wider range of programs and learning formats. Most recently, the school launched new TESDA-accredited Tech-Voc programs such as Food and Beverage Services NC II and Bread and Pastry Production NC II. These programs are also a demonstration of the school in sync with the workforce development goals of the nation and its responsiveness to the market-driven demand for vocational training.

Overall, the entire history of this institution is one of progressive expansion, strongly anchored by family leadership, community service, and educational innovation. From the institution's early days of educating health-related fields to this day, with its diverse offerings in multidisciplinary studies and tech-voc, the institution has prevailed through the test of time—a testament to its resilience and adaptability as well as its very forward-looking nature. The legacy has been carried through to its current leadership, set-up, and firm resolve to delivering relevant high-quality education.

b. Institutional Achievements

Throughout 49 years, Tanchuling College, Inc. has proudly woven a legacy which indeed is a testimony to milestones and recognitions in education. From a humble beginning, Tanchuling has grown into an eminent academic institution in the region, continuously working for excellence in its academic programs, student development, community service, and institution-building. Such milestones have now stood witness to the college's commitment to its mission and a testament of the college's struggles and innovations toward nation-building through education. This overview encapsulates major achievements marking Tanchuling College on the way to the statute that alters neighborhoods where it exists beyond recognitions.

Table 1.
Institutional Achievements

Area	Year	Achievements	Impact on the College
Academic Achievements	2021	10th Placer in PNLE (Score: 86.60%)	Brought national recognition to the college; signifies program excellence
	2023	80% Passing Rate in Midwifery Licensure Examination	Continuity in program effectiveness and student preparedness
		81.97% Passing Rate in Philippine Nurses Licensure Exam (PNLE)	Scores greater than the national average; points toward curriculum strength, good

Institutional Credibility	2024		faculty, and support systems
	2024	85.71% Passing Rate in Midwifery Licensure Examination	High passing rate; shows quality assurance on training
	2024	Awarded Certificate of Compliance for General Labor Standards by DOLE	Gives assurance of fair employment practices based on national labor standards
	2025	Member of Private Education Retirement Annuity Association (PERAA)	A long-term incentive for the welfare of employees and sustainability of the institution
		Active member of Association of Philippine Schools of Midwifery (APSM)	Enhancement of academic standards via benchmarking and faculty development
		Partnership with Department of Health (DOH)	Expands access to advanced, real- world medical practice and facilities
Strategic Partnerships		Clinical Training Agreement with Philippine Orthopedic Center	High-level, hands-on training for Nursing and Midwifery students
		MoU with Conrad Manila, a 5- star Hotel under the Hilton Brand	Offer world-class Internship opportunity for Hospitality & Tourism students

The recognition by the government of the Tanchuling College has been its major achievements, that is conferred on the degree programs, basic education as well as TESDA programs, indicating compliance to the national educational standards. More so, the institution has shown consistency in bringing out topnotchers in board examinations, particularly of BS in Midwifery since its inception in 1976 up to the present and one topnotcher in BS Nursing in 2021 thereby attesting to the commitment of the institution to academic excellence. This all happens in virtue of the cultural value foundation that steers the institution toward excellence, integrity, compassion, perseverance, family values, and leadership which assert a strong institutional identity (Australian Education Research Organisation, 2024).

In terms of academic performance, the national licensure examination results of the institution are strong pointers in terms of instructional quality as well as program relevance. For example, in the November 2024 Philippine Nurses Licensure Examination (PNLE), the Nursing Program scored a whopping 81.97 percent, a passing percentage that was quite higher than the national average. This clearly shows not just the strength of the curriculum and the competency of the faculty, but also the effectiveness of student support structures such as review programs and clinical training (Appiah, 2021). Furthermore, a particularly remarkable achievement was noted in November 2021, when a graduate of the college returned home with 10th rank in that licensure exam with a rating of 86.60%. This distinction is a source of pride for the institution and reaffirms that it is indeed a center of excellence in health sciences education. Additionally, the Midwifery Program also boasts good outputs: 85.71% in 2024, 80% in 2023. This consistency attests to what the college strives for in producing competent healthcare professionals willing to address the local and even national health priorities (Singh, 2021).

To support its second strategic pillar of institutional credibility, Tanchuling College has ensured national standards and sector regulations comply for the enhancement of public trust and legitimacy of operation.

The institution gained a Certificate of Compliance for General Labor Standards from the Department of Labor and Employment (DOLE) which means that it has conformed to principles of fair labor practice and ethical standards in employment. Such compliance strengthens the institutional culture and affirms commitment of the college to welfare of its human resources (Gichuru, 2023). Also, active membership in the Association of Philippine Schools of Midwifery (APSM) gives avenues for comparison, networking, and faculty development, thus further strengthening the academic credibility of its midwifery program. The principal for various benefits also referred to the affiliation of the college with the Private Education Retirement Annuity Association (PERAA). PERAA enhances long-term financial security to faculty and staff, and this is a way adopted for sustainability and employee satisfaction.

Moreover, Tanchuling College is one of the active schools in establishing ties with the industries under its third objective of developing partnerships for the optimization of student experiential learning. A notable partnership is its Memorandum of Understanding with Conrad Manila, a five-star luxury hotel under the Hilton Hotels and Resorts brand. This collaboration offers opportunity for professional internship in the field of hospitality and tourism to world-renowned hotels so that students imbibe the international standard of service and operations (Esangbedo, 2023). On healthcare, clinical training agreements with the Philippine Orthopedic Center and the Department of Health (DOH), have made possible the availing of the nursing and midwifery students the benefits of hands-on experience within specialized and high-capacity medical institutions. These partnerships help critical graduate competencies and enhance the alignment of academic programs to national labor market needs (Nguyen et al., 2020).

In summary, the above developments concern the milestones lately achieved by Tanchuling College as it is set up in the strategic objectives specified in its development plan. Accomplishments resulting from maintenance and compliance with regulatory requirements and their established collaborations with various industries form actions taken by the institution, moving in one accord toward the same mission of excellent academic leadership in institutional growth. In putting forward the credibility of its strategic path, these milestones vindicate the institution in terms of providing quality values-driven education to the students and the local community at large.

Tanchuling College has worked and strategized considerably on its goals pertaining to academic excellence, institutional credibility, and building good partnerships. Pertaining to the academic performance, the Nursing Program of the college has put up a passing percentage of 81.97% in the Philippine Nurses Licensure Examination (PNLE) conducted in November 2024. This is much more than the national cut-off. In fact, a graduate ranked 10th is the evidence of the program's strength in the PNLE held in November 2021 with an impressive performance of 86.60%. The Midwifery Program has also been consistent in its results, achieving 85.71% in 2024 and 80% in 2023. These results signify the commitment of the college to quality education and the sincere training of the students for professional exams.

Moreover, to secure institutional credibility, it has recently issued a Certificate of Compliance by the Department of Labor and Employment (DOLE) which validates that the institution is playing fair in its labor processes. The college actively adheres to the academic standards of the Association of Philippine Schools of Midwifery (APSM), of which, it is a member. The college also belongs to the Private Education Retirement Annuity Association (PERAA) as a gesture of concern for the welfare of its employees in the days to come. On the matter of strategic partnerships, the college has established linkages with some institutions of good repute. Students of hospitality and tourism are able to experience training at Conrad Manila, a 5-star luxury hotel, while nursing and midwifery students gained clinical training experience at the Philippine

Orthopedic Center and through the Department of Health. These partnerships give students valuable hands-on experience and help bridge the gap between classroom learning and real-world practice. Overall, these results indicate that Tanchuling College is on the right path to achieving its strategic goals by providing quality education, consequently improving its reputation and strengthening industry ties.

c. Setbacks Encountered

The passage of almost 49 years with Tanchuling College, Inc. is the establishment of increased challenges that have presented themselves in many forms at various times. Just like most educational institutions that are bent on growing and being relevant, the college has had its fair share of trials, from the limited resources to shifting educational policies, and the continuing evolution of needs that modernization demands from the educational sector. These are really trying times when the test of resilience and will of Tanchuling College gets actually put to the test. The history of the institution is presented in this part, which outlines the challenges it faced along the way, how these obstacles have built its character, strengthened its foundation, and inspired continuous improvement.

Table 2.
Setbacks Encountered

Year	Challenge Identified
2005	Closure of the BSBA program
2006-2010	Programs are obviously not in alignment with either student interests or the job trends.
2010	Closure of academic programs (BSPT and BSIT) which have witnessed a relentless pattern or trend, ranging from low to zero enrollments occasionally.
2011	Closure of TECH-VOC Program (HCS) and Frequent changes in technical-vocational programs; applied programs were not introduced
2020-2022	Reduction in the number of staff and faculty members to mitigate expenses during the pandemic, as there was a need to allocate resources towards covering additional operational costs, such as the acquisition of a Learning Management System (LMS) and materials required for the creation of modules.
2023	Closure of Basic Ed-Elementary department after pandemic.
2025	Insufficient number of qualified full-time faculty

Tanchuling College made some history, but it was not spared from faces of challenges such as the closure of several programs including BS Physical Therapy, BS Information Technology, BSBA courses, and the elementary and pre-school departments. All these were due mainly to the COVID-19 pandemic and declining enrollment in some programs like BS Hospitality Management and Midwifery. Such closures are indications of ever-changing interests of students, and may reflect pressure points in the resources that necessitate adaptive responses (Contrino et al., 2024).

Throughout the course of its history for the last 49 years, Tanchuling College, Inc has contended with a succession of challenges institutionally, all of which have left a very visible mark on the development and strategic direction of this institution. Data presented in the table portrays a consistent resumption of an

administrative challenge; one that put to the test the stability and adaptability of the college.

The year 2010 marked a significant incident for the college regarding enrollment in its programs, most especially with the BS in Physical Therapy (BSPT) and BS in Information Technology (BSIT) curricula. College documents further stated that these programs would be deactivated due to a trend of low or zero enrollment after 2006 but did show the misalignment of the offered programs with regard to the market or student demand. As of 2011, the college had another round of program instabilities, all the more evident at that time for its Technical-Vocational (TECH-VOC) offerings- noteworthy deletions of Health Care Services (HCS) NC II and moving people into other technical programs such as Housekeeping and Food and Beverage Services. These were manifestation of the institution's failure to have a good deal of continuity and relevance in very short courses.

Typical continuing inefficiencies in administration were also the delays in the filing and compliance with regulatory requirements of agencies such as CHED and TESDA. These kinds of delays, per reconsideration in internal communications, could further affect program approvals and possible funding opportunities as well as discourage institutional credibility. Another documented issue was the continued dependence on the College of Nursing and Midwifery, which seemed to be the greatest beneficiary of faculty and facility investments. Although this concentration would have kept core operations going, it has brought about a limit of diversification and stunted growth in other instructional areas. Moreover, another challenge speaks of market mismatch, the offending issue was a lack of enrollees in programs previously offered which underscored the fact that its course offerings have not been aligned with student interests and labor market trends-a gap that has rendered a number of programs unsustainable.

Reality has added most recently to these issues which were already existing. The closing for 2023 of the Basic Education - Elementary Department was a significant light on this continuing after-effect of the pandemic on both enrollment and resources of the school. Most recently, the college also faced a shortage of qualified full-time faculty, a deficiency that hampers not only the instructional quality but also the compliance with regulatory standards and affects the overall reputation of the college. In short, all these areas will give rise to strategized reflection and action, particularly focusing on strengthening academic planning, market research, faculty development, and institutional resilience.

Under the lens of strategic planning and sustainability, these challenges depict more general institutional and operational concerns that are directly congruent with the aims of the dissertation. One of the most noticeable challenges, especially in regard to diminishing or nonexistent enrollment, is the viability of the program. The college formally communicated through several official correspondences on March 9, 2010, that it would discontinue its Bachelor of Science in Information Technology and Bachelor of Science in Physical Therapy programs, with the absence of enrollees cited as the principal reason from March 2006 to the time of documentation. Such a recurrent theme across various academic programs indicates a severe flaw in market demand analysis, student engagement and institutional responsiveness to educational trends. As claimed by Abir et al. (2024), there is now an urgent need for better enrollment marketing, updated program offerings, and better building with labor market demands.

Another letter dated November 7, 2011, maintained that the college had to relinquish the Technical-Vocational Education and Training (TVET) Certificate Program Registration for Health Care Services NC II but at the same time proposed to start other NC II programs like Housekeeping, Food and Beverage, Consumer Electronics, and Computer Hardware Services. This partly indicates a repositioning of the institution in response to a demand for technical education programs. However, the withdrawal of one program while applying for others reflects instability in program sustainability and a reactive approach

rather than a proactive development of its curriculum (Žalėnienė & Pereira, 2021). Such fluctuations without solid foundation based on in-depth market and stakeholder analysis may endanger the credibility and continuum of the institution itself.

Furthermore, adding to these challenges is the additional administrative burden considered in statements like: "Documents are on the process and will be submitted soon." It points towards delays or inefficiencies in adhering to regulation and fulfilling documentation requirements. Strategic implications bring forth internal capacity challenges: that is, institutional management, operations, and responsiveness to regulators in particular reference to TESDA and CHED. On the other hand, the redirection of faculty and facilities in support of the College of Nursing and Midwifery raises concerns regarding the institution's over-reliance on a particular program. This may put the institution in jeopardy for future vulnerabilities if any of the remaining ones should ever face another set of enrollment or market relevance issues (Khan, 2023).

Conclusively, the formal encounters emphasize that difficulties and challenges have laid bare reoccurring matters of enrollment issues, shifting program offerings, compliance delays with regulatory requirements, and institutional over-reliance on a few academic programs. Such input is provided for the strategic development plan for the dissertation, as it discusses sound market research, timely program development, an enhanced administrative structure, and risk-limiting measures for the long-term sustainability and growth of the institution. Discussing these issues will be paramount in fulfilling the mission of the institution and protecting it from competition amid the changing educational environment. Gathered documents have shown that numerous challenges and setbacks have beset the institution through the years. A major factor is a lack of student enrollment in some programs. For instance, the college discontinued the programs of Bachelor of Science in Information Technology and Bachelor of Science in Physical Therapy due to the lack of students from years 2006 to 2010. The result appears to show that some of the programs were not run for the interest of certain students or the needs within the job market. Another problem is that there is always pressure to change or change the status of certain programs, especially technical- vocational programs. The college also closed the Health Care Services program in 2011 and applied for the establishment of new programs such as Housekeeping and Computer Hardware Services. These constant changes indicate that the college was having trouble identifying programs that would survive and attract students.

While the college had diverted resources and faculty to the nursing, hospitality management and midwifery programs, putting too much weight on only these few courses may prove detrimental in the long run. All these challenges point to the need for better planning, more stable programs, and better systems that could ensure its competitiveness and sustainability. These findings are useful in crafting a more solid and focused five-year development plan for the institution.

d1. Expansion of Programs Offered

For 49 years of reputable existence, the college assured steady growth for itself in terms of new programs in order to adapt to the changing educational needs of the community and the transforming labor demands in the labor market. Most of all, it began diversifying its undergraduate courses, technical-vocational programs, and health-related provisions from its original offerings. This part traced the growth in Tanchuling College from the perspective of the expansion of programs.

Table 3.
Programs Offered

YEAR	PROGRAMS INTRODUCED
1976	School of Midwifery (2-year Midwifery)
1986	BS in Physical Therapy
1988	2-Year Hotel and Restaurant Management
1994	BS in Hotel and Restaurant Management
1997	Curriculum Expansion Authorization
1998	Computer-Oriented High School
2001	BSBA in Finance and Entrepreneurial Management; BS in Nursing
2012	Basic Education Department
2016	BS in Midwifery and Senior High School
2025	Tech-Voc Programs: Food and Beverage Services NC II Bread and Pastry Production NC II

As shown in the analyzed documents, the institution shows its growth year by year, upholding the mission of values-based apportionment of education to the community of Albay. At present, the school has been offering basic education and has ventured into some college programs like BS in Nursing, BS in Midwifery and BS in Hospitality Management. These programs are good in the community; however, it could improve if they offered additional courses in business, education, tourism, or health. The institution is compliant with government regulations, has acquired the necessary permits, yet no courses are accredited by an accrediting body. Working towards accreditation should be one of its core objectives in the following five years, as well as quality teaching and school facility development. Technology and disaster- ready buildings are specially needed in this area.

d2. Expansion on the Number of Personnel

For the past 49 years, Tanchuling College, Inc. has been the character of a historical development enriched over time by the steady accumulation of its human resources. With the institution's expanded academic offerings as well as student enrollment increased, there was also the inevitable parallel increase in qualified educators, administrative staff, and support personnel. From a small team of pioneering educators and staff members in its early years, the college gradually built a more diverse and specialized workforce to meet the evolving demands of higher education. This section chronicles the expansion in the number of personnel at Tanchuling College as it related to institutional improvements in service delivery and overall academic environment enhancement.

Table 4.
Expansion in Terms of Number of Employees

Year/Period	No. of Employees	Personnel Status	Source
1994	11 (4 staff; 7 faculty)	Few staff; employees regularly underwent multitasking	Transmittal letter to CHED with attached list of faculty and staff dated August 17, 1994
1997	14	Slight increase in the	List of administrators, staff and

	(1 President; 1 V-President; 9 faculty)	number of staff	faculty submitted to CHED, with attached contract of employment notarized on January 2, 1997
2002	40 (1 President; 1 V-President; 6 staff; 33 faculty)	Slight increase in staff, with the inclusion of new teachers and basic admin staff	Transmittal letter to CHED with attached list of faculty and staff dated February 8, 2002; old logbook with list of employees
2018	56 (1 President; 1 V-President; 18 staff; 36 faculty)	Continued growth; beginning to see specialist staff, e.g., registrar, librarians, and guidance counselors	Payroll dated July 18, 2018; list of employees; interview responses
2019	84 (1 President; 1 V-President; 20 staff; 62 faculty)	Districts have grown steeply with the recruitment of IT, admin, HR, faculty, and student services staff	Payroll dated April 2019; List of Employees
2020	62 (1 President; 1 V-President; 20 staff; 40 faculty)	COVID19 time, there were employee retrenchments	List of Employees provided by the HR Officer
2023-2024	126 (1 President; 30 staff; 95 faculty)	Growth in the number of faculty members	List of Employees provided by the HR Officer
Present	210 (1 President; 30 staff; 179 faculty)	Growth in the number of faculty members	List of Employees provided by the HR Officer

Tanchuling College, Inc. has completed an operative period of two decades, with increasing personnel being evidence for institutional growth matched by varying operational demands. The college was established in 1994 with 11 personnel working mainly in multi-roles. By the year 2002, a gradual increase in the academic and administrative personnel swelling the numbers to 40 has already started by this time. A marked increase in staffing occurred between 2018 and 2019, with personnel increasing from 56 to 84, with the development of more specialized roles such as registrars, HR, and student services staff. A contraction due to COVID-19 in 2020 caused a dip, but recovery saw the numbers growing back to 126 in 2023, with growth to 210 in present times. Although this growth is significant, the number of personnel remains grossly inadequate in terms of the soaring requirements for academic as well as institutional operations.

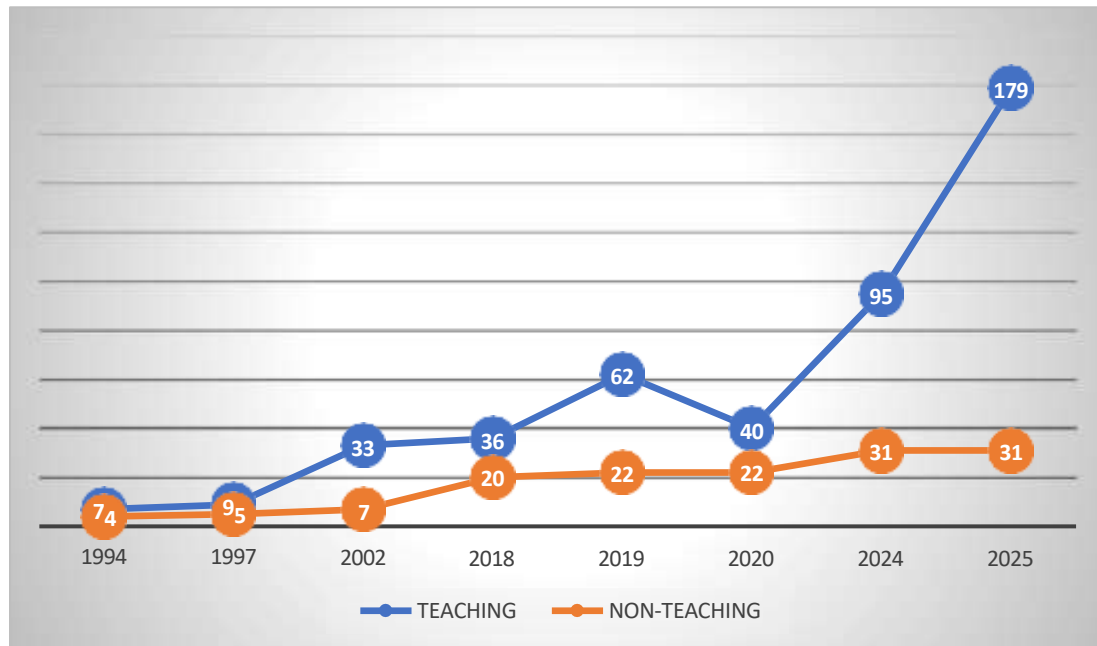


Figure 3. Expansion in the Number of Personnel from 1994-2025

The graph depicted the increase in staff numbers from 1994 to 2024. In the beginning, there were very few personnel because it was a small school, having few students and limited needs, but much more employees were occupied afterward, mostly beginning 2000 onward to the present. Because more students continuously came to the growing roles, the school was in need of many programs and workloads. Such steady growth shows how this institution continues to expand towards improvement. The institution anticipates population and staff expansion in future use. For the proposed strategic development plan, the school should also commit to hiring more workers as required. It should enhance the current staff to prepare potential leaders while ensuring that there is sufficient space and equipment necessary for optimal effectiveness. The years of increment show how well the institute has been doing; in the next five years, that should add to those increases with wise planning and support for its people.

For the past three decades, records show that human resource development has steadily increased, thus it is worth bearing in mind this ratio with the increasing enrollment figures as well as a broader range of programs, indicating one commitment to the academic quality and operational support. This scenario suggests that in the earlier days, especially from 1994 up to the early 2000s, personnel growth appeared gradual, likely a reflection of the institution's foundation phase, wherein limited resources, fewer programs, and a modest student population prevailed. The multi-tasking capacity of personnel, an administrative structure that was flat, and a focus on delivering a basic education were the characteristics of that time (Przytuła et al., 2025).

In the mid-2000s to early 2010s, has been more pronounced growth in staffing. Perhaps this was, by then, a consequence of curriculum expansion, better infrastructure, and increase into student intake. Such diversification in personnel during that time might have included new teaching staff, administration staff, and support services, proving the transformation from a small-scale family-run school to a more systematically run educational institution. From 2015 to 2024 has been the period of even steeper growth, showing that the institution was now entering a phase of academic and operational maturity. Such rapid growth, which witnessed a surge in numbers during this decade, could respond not only to growing enrollment but also to institutionalizing departments, enhancing student services, and likely the integration

of digital platforms needing IT personnel and technical support. According to Hussain (2022), this phase could also have been brought in by the different educational reforms, partnerships in the community, and increased government compliance, all of which demand personnel with more specialization and diversity. The intended outcome of the proposed strategic development plan must adopt an approach preserving the continuity of the overall strategy, with all default assumptions, while allowing for innovative breakthroughs. Such an increase in personnel positions across the 30-year history indicates that the institution will need a sustainable human resource strategy that will assist with expansion, succession, and professional development (Rojniruttikul, 2025). The projected staff needs should set up clear indicators in the strategic plan to align with the anticipated growth in student number, diversification of programs, and the introduction of educational technologies.

Also, the strategic plan states faculty and professional staff employment for these qualifications but also retain the upskilling of existing staff in areas such as digital learning, inclusive education, and administrative leadership (Kilag et al., 2023). A further issue that is critical for the strategic plan regarding scaling of the continued institution is retention of the staff, welfare programs, and leadership pipelines, which are particularly pertinent in a family-owned context where generational transition and preservation of the organization's culture become focal issues (Simmons, 2020).

In addition to being historically necessary, the personnel expansion requires alignment of physical infrastructure, policy frameworks, and organizational structures to support an evolving workforce. Planning and resource allocation for offices, classrooms, faculty lounges, and digital facilities are also key components. The institution should also prepare for increased scrutiny from regulatory bodies (Scott, 2021). Transparency with respect to faculty qualifications, student-teacher ratios, and operational aspects concerning national and international accreditation bodies must be strictly adhered to. The trajectory of personnel growth in history between 1994 and 2024 validates the growth aspiration of the institution and acts as a broad guiding framework for the designing of a strategic development plan for the next five years that looks ahead, is responsive, and focuses on human necessities.

d3. Expansion on Infrastructure

The infrastructural development of Tanchuling College, Inc. reflects its 49-year-old legacy. With the gradual increase in academic program offering and student population over the years, the college has been expanding its land size by developing its few simple facilities in the past. Historically, the institution's hallmark was the construction and upgrading of classrooms, laboratories, administrative offices, and even specialized facilities as its endeavor.

This section aims to provide an overview of Tanchuling College's significant milestones in infrastructure expansion. Furthermore, it highlights the investments made by the college to advance its mission of providing quality education, ensuring that the institution is well-equipped to support academic excellence and meet the evolving needs of students and faculty. The continuous infrastructural improvements reflect the college's commitment to its educational goals and its vision of fostering a nurturing and progressive learning environment for future generations.

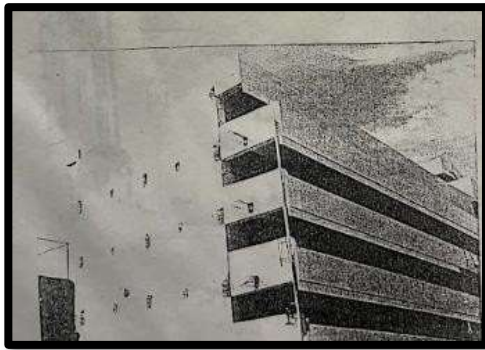


Figure 4. Old TCI Building



Figure 5. New TCI Building



Figure 6. Old Classroom



Figure 7. New Classroom



Figure 8. Old Kitchen Laboratory



Figure 9. New Kitchen Laboratory



Figure 10. Old Computer Laboratory



Figure 11. New Computer Laboratory

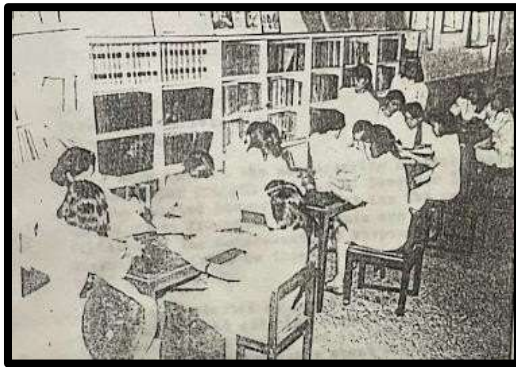


Figure 12. Old Library



Figure 13. New Library

As derived from the documents gathered, buildings and classrooms were antiquated or cramped, poorly ventilated, and outdated for teaching methods in most of the years. There had never been a clearly outlined agenda for the campus improvement over the years, and the repair and renovations were done on an as-needed basis. Such old facilities inhibited student learning, teacher performance, and the overall school experience. The images depict the development of the school setting over time. Initially, the buildings were small, simple, and limited in space; just enough for basic classes in the early years. With each passing year, the school was able to add additional rooms and enlarge spaces to accommodate more pupils and activities. The school in the most recent pictures looks far more improved. The buildings are modernized, cleaner, and more orderly. There are now better classrooms, laboratories, and other learning spaces. The new buildings appear to be safer, brighter, and can accommodate students and teachers comfortably. Moreover, there is also a picture containing a document of title, indicating that the school owns the land and can further develop it. Overall, the photos tell a simple narrative: the school is expanding, and its buildings are getting better and better to enable the education drive.

The strategic plan that this study aims to establish therefore could provide a clear shift from this antiquated arrangement to a modern, well-planned, and future-ready school environment. Now, the institution sees infrastructure as much more than buildings, it becomes very much an element in realizing the quality of education and attracting even more students. Some class spaces should be flexible, big, and technology-friendly, while others are targeting science labs, libraries, and multipurpose halls to include different learning styles and co-curricular events. An important development is needed by the institution that provides facilities in line with academic goals, growth in student enrollments, and development of faculties. The plan is very inclusive and considers both environmental impacts and a further agenda for constructing greener, safer, disaster-resilient buildings. Following specific budgets and timelines and having pre-determined goals, such upgrading isn't done haphazardly but through stepwise scheduling.

The condition of the infrastructure at the institution's early planning stages is indicted in the text. Existing facilities are referred to as limited, worn-out, non-compliant with modern standards, and inefficient for contemporary educational delivery. This typology signals recognition of systemic inadequacies in physical resources that prevented the institution from ever truly competing with larger and more well-equipped schools in the region for a long time. Classrooms and laboratories are said to be cramped, poorly ventilated, while laboratory facilities are devoid of equipment needed for the implementation of current curriculum requirements focused on science, technology, and vocational education.

The contrast between the past and what is envisioned for the future infrastructure is noticeable. The shift, however, is more than merely physical, it is conceptual. The proposed strategic plan that this study

aims to establish could provide purpose-built spaces, technologically enabled classrooms, and inclusive design that could serve as keywords for the narrative going forward, reflecting a commitment to creating environments that empower different modes of learning, including collaborative, digital, and experiential learning (Yangambi, 2023).

What becomes one of the more significant qualitative insights is the view of infrastructure as a strategic asset rather than an operational requirement. Upgraded physical facilities will be matched to important educational purposes and will support the teacher's ability to teach and engage students. New learning spaces allow for flexible and modular arrangements for diverse teaching and co-curricular activities (Anuar et al., 2024). Also emphasized here is an environmentally friendly and disaster-resilient infrastructure design approach that lays emphasis on sustainability, climate adaptation, and resource efficiency. It embodies the developing institutional consciousness, an understanding that infrastructure must answer not only internal academic needs but also external social and environmental needs (Abo-Khalil, 2024).

Moreover, the documents show a slower growing move of the school's development in terms of its buildings and facilities. The earlier photographs show the buildings that are simple and ordinary, which reveal their very narrow, long hallways and small numbers. These earlier facilities probably represent a humble beginning for the school, constructed at a lower cost for basic needs rather than allowing space for the high learning environment. With the progressing years, improvements are also noticeable. Photos at a middle phase show expansion effort, such as additional buildings, wider classrooms, and better ventilation systems. Although simple, they reflect growing concern with increased numbers of students and the need for more learning spaces.

On the other hand, present images show a complete transformation. The buildings are quite modernized exteriors with larger windows through which natural light can enter and properly made structural designs. Classrooms seem quite organized and seem overall larger, and new facilities like libraries, science laboratories, and computerized rooms can visibly see upgraded. The presence of signage, cleared surroundings, and safe fencing actions denote better planning and management. One picture is inclusive of a property document that denotes the legal ownership and security for future extension. This will be very important for future prospective plans, since it gives the institution absolute freedom to build, renovate or change the use of its facilities. Steady growth and quality education mark that thrives through improved infrastructure is reflected in the photographs. The change from a small and basic structure to a modern and more student-friendly facility showcases what the strategic plan hopes to accomplish: better learning environments rectangular with modern educational needs (Audrey et al., 2024).

Further, the analyzed documents convey how the culture and feedback from stakeholders have anchored these transformations. Qualitatively, the plan will be enhanced through the inclusion of consultation data from faculty, student surveys, and discussions with the community. Such considerations will be fully integrated and operationalized in the new development framework, thus marking an emerging shift towards a participatory institutional culture (Crocco et al., 2024). Infrastructure is invented not just by the administration's view, but also collaboratively with those who use them.

Expansion of infrastructure and facilities is really a part of the proposed five- year strategic plan, much more than renovation, this indicates an institutional paradigm change in mindset, value, and aspiration. The strategic vision from buildings pronounced as functionally obsolete goes to smart, inclusive, and strategic spaces. It is a radical change for the organization in terms of how the institution perceives itself and how it fits within the bigger educational worldview of Albay. This is, rather, an instance where maturation in the organization is being mirrored through evolved built environments so as to redefine an era of systemic

transformation.

Through analyzing the documents, it can be said that the family-run educational institution operating in Albay and whose roots run deep in community involvement, values education with greater desire for expansion, both academically and institutionally. The materials, ranging from brochures and permits to IDs and institutional documents, all speak of consistent missions relating to holistic development, moral-integrity, and service to local communities (Alam, 2024). These reiterated themes throughout the documentation press upon the strong interplay with the socio-cultural fabric of the province, which serves to the advantage of the institution. This community-oriented identity can be optimally pressed as the institution starts on expansion programs, thereby somehow securing its values even while growing (Dickens et al., 2023).

The academic programs currently being offered, as attested by the brochures and permits of various programs, focus essentially on basic education and a handful of tertiary courses like teacher education, business administration, and information technology. Even while these represent pragmatic choices responsive to the local demand, there was definitely some lack of diversification into specialized or emerging fields (Bustos, 2024). Given the economic and environmental context of the region, opportunities for program expansion into areas like sustainable agriculture, eco-tourism, healthcare, engineering, and disaster risk management would abound. Such directions would blend well with both national development plans and the local economic strengths of Albay. In pursuing both vertical articulation and expansion into new disciplines, the institution would be well served.

Additionally, there is also evidence of compliance with the regulatory requirement. Permission is recognized by the institution from government agencies like CHED, DepEd, and TESDA. Its sound administrative base which is critical for growth, however, is suggested by qualitative data that most programs are still undergoing initial accreditation. It should focus on improving their accreditation levels so as to create credibility for partnerships, climates, and higher enrollments (Kumar et al., 2021). Moreover, the quality assurance would then be in its foundational pillar of development through faculty development programs, improved instructional resources, and stronger evaluation mechanisms (Kayyali, 2023).

On the other hand, infrastructure and facilities showed unsatisfactory facilities, limited integration of technology, and mostly manual systems employed in administration. Presently, these systems can handle normal operations, however, they will not support growth into the future. Future expansion should focus on strategic investments in the digital infrastructure requirements such as LMS (learning management systems), online admissions, and ICT-enhanced classrooms (Antonopoulou et al., 2023). Such developments would boost operational efficiency and introduce an element of progressiveness and competition for the institution. Also integrated into physical planning should be disaster-resilient infrastructure (Nalla et al., 2022), given the inclination of Albay toward nature-related disasters.

Another major aspect of the analysis is leadership and human resource management. Being a family-run institution, a continuity of purpose, passion, and relational leadership are its privileges, but it can also bring about congestion on governance and scaling up (Hernández-Perlines et al., 2023). The existing documents seem to indicate a rather informal management structure, suggesting areas where professionalism and human resource development could grow. Strategic planning would encompass faculty training programs, referral to graduate education incentives, and interaction in the formalization of areas of supervision. Moreover, although lacking direct evidence from financing documents, other indirect indicators like guidelines on tuition fees and scholarship programs suggest the existence of a tuition model that strives for an equilibrium between affordability and sustainability. On the other hand, alternative

revenue sources must be examined to fund expansion. Such possible revenue sources include grants, donations, NGOs fundraising, and organized campaigns. As stated by Laktionova et al. (2020), a credible financial management plan should stress transparency, value-based budgeting, and efficiency in deploying resources.

Lastly, institutional branding remains highly traditional and localized. While creating trust within the community, the need to rejuvenate institutional marketing to reach the level of its aspirations remains glaring (Verma & Jain, 2024). Digital marketing campaigns, stories of students and alumni success, and a new visual representation will project an image of an organization steeped in tradition yet geared for the future. A strengthened brand presence will enhance its standing regarding student enrolment, partnership opportunities, and community engagement (Bungai et al., 2024).

The findings from this analysis directly led to the development of a comprehensive Five-Year Strategic Development Plan with specific priorities consisting of diversification of academic programs, modernization of infrastructure, strengthening of human capital, obtaining higher levels of accreditation, ensuring financial sustainability through innovative funding schemes, and developing a new institutional brand image. Held strongly in its values yet responsive to changing educational demands, the institution, on its own assumptions, has all the gist for growth into a prominent regional hub for accessible, top-notch, and community-linked education both students and the community in Albay.

1. Strengths, Weaknesses, Opportunities, and Threats

In assessing the overall effectiveness and sustainability of an institution, it is crucial to evaluate the core aspects that have driven its success. For Tanchuling College, Inc., these key aspects form the foundation upon which the institution has built its legacy. Understanding the strengths of the institution allows us to appreciate the factors that contribute to its continued growth, success, and recognition. The following section delves into these strengths, highlighting the aspects that distinguish Tanchuling College as a respected educational establishment.

STRENGTHS

Tanchuling College, Inc. is distinguished by several key strengths that contribute to its enduring success and reputation. In this part, the strengths of the institution were looked into.

Table 5.
Academic Excellence

ACADEMIC EXCELLENCE	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Highly qualified and experienced faculty	3.99	4.96	4.73	4.56	SA
Accredited programs with a strong academic reputation	3.95	3.91	4.36	4.07	A
Innovative teaching methods and	3.98	4.84	4.55	4.46	A

curriculum design					
High student performance	3.89	4.67	4.27	4.28	A
Passing rate in licensure examination	3.92	4.80	4.45	4.39	A
AVERAGE WEIGHTED MEAN (AWM)	3.95	4.66	4.47	4.35	A

Legend: 4.50-5.00-Strongly Agree (SA); 3.50 – 4.49-Agree (A); 2.50 – 3.49-Neutral (N); 1.50 – 2.49-Disagree (D); 1.00 – 1.49-Strongly Disagree (SD)

The indicator considered highly qualified and experienced faculty has the highest mean under Academic Excellence with a TWM of 4.56, which was rated "SA" (Strongly Agree). It shows a very strong agreement among all the respondent groups as regards the competence and credibility of faculty; however, the lowest mean was noted in high student performance, which garnered a TWM of 4.28, rated "A" (Agree).

While this is relatively a positive indicator, this trivially low score compared to the others seems to reflect a clear direction toward improvement or higher student output scores.

Table 6.
Infrastructure and Facilities

INFRASTRUCTURE AND FACILITIES	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Modern classrooms, laboratories (including hospitals and hotel), and libraries	3.75	4.91	4.73	4.46	A
Adequate access to technology and digital resources	3.71	4.09	4.27	4.02	A
Well-maintained dormitories, sports facilities, and recreational areas	3.62	4.13	3.45	3.73	A
Accessibility for students with disabilities	3.84	3.82	2.82	3.49	N
AVERAGE WEIGHTED MEAN (AWM)	3.73	4.24	3.82	3.93	A

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree

(D);

1.00 – 1.49=Strongly Disagree (SD)

The highest mean with a TWM score of 4.46 rated 'A' came from Infrastructure and Facilities for modern classrooms, laboratories, and libraries, indicating that the respondents have a good impression of their quality and modernity among academic spaces. The lowest TWM score, conversely, was for accessibility for students with disabilities at 3.49 and had a rating of 'N' or Neutral.

This suggests that there were no provisions for the infrastructure itself that would point to an area vast for improvement regarding promoting diversity among students' needs.

Table 7.
Financial Stability

FINANCIAL STABILITY	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Well-managed financial reserves and diversified funding sources	N/A	4.07	4.36	4.22	A
Effective budgeting and financial management strategies	N/A	2.27	3.73	3.00	N
Sustainable revenue generation through various income streams	N/A	1.24	1.45	1.35	SD
Cost-efficiency measures to optimize institutional expenses	N/A	4.96	4.82	4.89	SA
AVERAGE WEIGHTED MEAN (AWM)	N/A	3.14	3.59	3.36	A

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.00 – 1.49=Strongly Disagree (SD)

Notably, in the Financial Stability domain, the cost-efficiency measures to optimize institution expenses secured the highest mean value, attaining an excellent TWM of 4.89 with an "SA" rating.

This implies that faculty and administrative leaders greatly admire cost management practices in their institutions. On the other end, the lowest mean was reported under sustainable revenue generation through various income streams, scoring a critically low TWM of 1.35, hence receiving "SD" (Strongly Disagree) rating. This presents a serious concern with respect to the institution's long-term financial diversification and sustainability.

Table 8.
Human Resources

HUMAN RESOURCES	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Competitive compensation and benefits for faculty and staff	N/A	4.31	4.73	4.52	SA
Continuous professional development and training programs	N/A	3.47	3.36	3.42	N
Strong faculty and staff retention strategies	N/A	3.73	3.91	3.82	A
Clear career advancement opportunities and support	N/A	4.82	3.82	4.32	A
Effective faculty and staff recruitment policies	N/A	4.84	4.45	4.65	SA
AVERAGE WEIGHTED MEAN (AWM)	N/A	4.23	4.05	4.14	A

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.00 – 1.49=Strongly Disagree (SD)

Within the Human Resources category, effective faculty and staff recruitment policies recorded the highest TWM of 4.65 rated "SA", thus showing confidence in the institution's hiring practices. In contrast, on Continuous professional development and training programs, there was the lowest mean of 3.42 rated "N", implying a perception of gaps in opportunities for ongoing learning and skills enhancement for faculty and staff.

Table 9.
Student Services

STUDENT SERVICES	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Comprehensive scholarship and financial aid programs	3.55	4.31	3.73	3.86	A
Well-structured academic advising and mentoring support	3.87	3.47	4.00	3.78	A
Engaging extracurricular and student development	3.92	3.73	2.82	3.49	N

programs					
Accessible mental health and wellness support services	3.85	4.82	3.64	4.10	A
Career guidance, internship, and job placement assistance	3.90	4.84	4.45	4.40	A
AVERAGE WEIGHTED MEAN (AWM)	3.82	4.23	3.73	3.93	A

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.00 – 1.49=Strongly Disagree (SD)

In Student Services, career guidance, internship, and job placement assistance were rated highest by 4.40 with TWM of "A," which is taken to mean that there was strong institutional support for the transition from school to work. Engaging extra- curricular and student development programs fared the worst with TWM of 3.49 yet again rated as "N", an area requiring improvement in fostering holistic student development beyond academics.

Table 10.
Reputation and Branding

REPUTATION AND BRANDING	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Strong brand recognition and reputation in the community	3.90	4.96	4.00	4.29	A
Positive relationships with stakeholders (e.g., parents, employers, government)	3.97	4.89	4.91	4.59	SA
High rankings or awards in education	3.81	4.09	3.18	3.69	A
AVERAGE WEIGHTED MEAN (AWM)	3.89	4.65	4.03	4.19	A

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.00 – 1.49=Strongly Disagree (SD)

The domain of Reputation and Branding indicates that positive stakeholder relations were rated high on TWM at 4.59 "SA," meaning that the outside partners, including employer and government offices, held a good opinion on the institution. High ranking or awards in education was the least scorer in this area, scoring TWM of 3.69 and with an "A" rating, which implies moderate satisfaction but may still desire some publicity or recognition at the national or international level.

WEAKNESSES

While Tanchuling College, Inc. has established itself as a respected educational institution, there were certain challenges that need to be addressed to further enhance its overall effectiveness. In this section, the weaknesses of the institution are examined, highlighting areas where improvements can be made to better serve the needs of its students, faculty, and staff.

Table 11.
Academic Challenges

ACADEMIC CHALLENGES	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTA WEIGHTED MEAN	ADJECTIVAL RATING
Curriculum or teaching methods	3.11	1.47	1.45	2.01	D
Student retention or graduation rates	2.84	3.27	1.55	2.55	N
Program offerings	4.88	4.96	5.00	4.95	SA
Passing rate in licensure examination	3.47	1.49	2.00	2.32	D
AVERAGE WEIGHTED MEAN (AWM)	3.58	2.80	2.50	2.96	N

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.00 – 1.49=Strongly Disagree (SD)

The area facing the greatest academic challenge, given that its indicator "program offerings" had the highest TWM of 4.95, rated "SA" (Strongly Agree), points to the widespread perception among the respondents that the institution is lacking in a broad community of academic programs. This perception clearly indicates an urgent need for diversification in the curriculum. Student retention or graduation rates had the lowest TWM, which was 2.55 and rated "N" (Neutral). These are still considered worrisome, yet they attract a relatively moderated response when compared to the stronger agreements on other challenges, perhaps suggesting that retention may be considered among others to be a manageable or less serious issue.

Table 12.
Infrastructure Deficiencies

INFRASTRUCTURE DEFICIENCIES	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Facilities	3.75	4.91	3.16	3.94	A
Access to technology or digital tools	3.71	4.09	4.07	3.96	A
Classroom Capacity	3.62	4.13	2.69	3.48	N
Maintenance of existing infrastructure	3.84	3.82	3.01	3.56	A
AVERAGE WEIGHTED MEAN (AWM)	3.73	4.24	3.23	3.73	A

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.00 – 1.49=Strongly Disagree (SD)

Of the major areas referring to deficiencies in infrastructure, access to technology or digital tools seemed to have received the highest TWM of 3.96, rated "A" (Agree), implying that obstruction to essential modern educational technology is a significant limitation. "Classroom Capacity " was the area that had the smallest mean reported under infrastructure, with a TWM of 3.48, and received an "N" (Neutral) rating. This indicates that somewhat recognized space constraints are not seen to be as important or uniformly experienced across the institution when compared to other area-specific infrastructure challenges.

Table 13.
Financial Constraints

FINANCIAL CONSTRAINTS	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Dependence on a single revenue source (e.g., tuition fees)	N/A	4.96	4.91	4.94	SA
High operational costs or budget deficits	N/A	4.49	5.00	4.75	SA
Fundraising or donor engagement	N/A	4.89	4.45	4.67	SA
Financial management practices	N/A	4.42	1.18	2.80	D
AVERAGE WEIGHTED MEAN (AWM)	N/A	4.69	3.89	4.29	A

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.00 – 1.49=Strongly Disagree (SD)

Among financial constraints, the highest TWM came to be placed at high operational costs or budget deficits, with a score of 4.75, rated "SA". High operational costs or budget deficits speak to a recently shared concern regarding the institution's economic burden and its sustainability. In contrast, the lowest mean came from financial management practices, which stood at a TWM of 2.80, rated "D" for disagree. This indicates a divided or less severe opinion regarding the level of financial mismanagement perhaps indicating that while financial pressure exists, the internal control systems may still be adequately functioning for some stakeholders.

Table 14.
Human Resource

HUMAN RESOURCES ISSUES	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Number of qualified faculty or staff	N/A	4.62	3.18	3.90	A
High employee turnover	N/A	3.82	2.55	3.19	N
Diversity in faculty or leadership	N/A	2.24	1.18	1.71	D
Professional development opportunities	N/A	4.80	4.64	4.72	SA
AVERAGE WEIGHTED MEAN (AWM)	N/A	3.88	2.89	3.38	N

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.00 – 1.49=Strongly Disagree (SD)

In human resources issues, the indicator “professional development opportunities” received the highest TWM of 4.72, rated "SA," indicating a strong perception that developmental programs in one form or another are absent. Contrastingly, the lowest TWM score was given to diversity in faculty or leadership, at 1.71, rated "D". This suggests that, if anything, this concern is not widely considered salient or pressing by stakeholders or may simply reflect some limited awareness or visibility of diversity challenges in the institution's present context.

Table 15.
Student-Related Concerns

STUDENT-RELATED CONCERNS	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Enrollment Rate	3.53	4.84	4.82	4.40	A
Student satisfaction	3.56	2.47	2.00	2.68	N
Extracurricular services	3.59	4.80	4.27	4.22	A
Alumni engagement or networking	4.91	4.96	4.73	4.87	SA
Scholarships or financial aid options	3.90	4.38	3.18	3.82	A
AVERAGE WEIGHTED MEAN (AWM)	3.90	4.29	3.80	4.00	A

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.00 – 1.49=Strongly Disagree (SD)

The indicator with the greatest TWM in relation to student concerns was alumni engagement or networking, which gained a remarkable 4.87, classified as "SA". It demonstrates a serious perceived gap in the long-lasting support of the student beyond the institution into graduation. On the contrary, the lowest TWM was for student satisfaction, which stood at 2.68, rated "N". It shows some level of concern, but it is not as pressing as other student issues; probably because of recent improvements or varied institutions.

Table 16.
Administrative Challenges

ADMINISTRATIVE CHALLENGES	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Administrative decision-making	N/A	2.91	1.36	2.14	D
Strategic planning or vision	N/A	4.96	4.09	4.53	SA
Communication between departments	N/A	1.31	1.00	1.16	SD
Resistance to change or innovation	N/A	3.53	2.55	3.04	N
Planning	N/A	3.16	1.64	2.40	D
AVERAGE WEIGHTED MEAN (AWM)	N/A	3.17	2.13	2.65	N

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.00 – 1.49=Strongly Disagree (SD)

Concerning administrative challenges, the highest mean recorded was strategic planning or vision with a TWM of 4.53, rated "SA". This points to clear perceptions of inadequate long-term direction with respect to the institution. Communication between departments, on the other hand, registered the lowest TWM of 1.16, rated "SD" (Strongly Disagree). This means that communication breakdown is a major issue widely recognized and considered to affect collaboration and, consequently, the efficiency of the institution.

OPPORTUNITIES

Tanchuling College, Inc. is well-positioned to capitalize on a range of opportunities that can drive its future growth and success. This section explores the various external factors and emerging trends that the institution can leverage to enhance its educational offerings, expand its reach, and strengthen its impact in the community.

Table 17. Expansion

EXPANSION	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Growing demand for higher education in the region	3.92	4.67	4.91	4.50	SA
Potential to attract international students	3.41	1.87	2.55	2.61	N
Expansion into online or distance learning programs	3.79	4.87	4.82	4.49	SA
Partnerships with industries or other educational institutions	3.95	4.53	4.45	4.31	A
AVERAGE WEIGHTED MEAN (AWM)	3.77	3.99	4.18	3.98	A

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.0 – 1.49=Strongly Disagree (SD)

With respect to institutional expansion, an indicator rated highest on TWM, that is growing demand for higher education in the region, earned a score of 4.50 and was rated "SA" (Strongly Agree). This implies a strong agreement among the stakeholders with respect to growing educational demand and a potential probability for growth from the institutional set-up. On the other hand, the lowest TWM was scored by potential to attract international students with 2.61: "N" (Neutral). This means some uncertainty or doubts

in the appeal of the institution on a global level- an area that may need improvements in the internationalization.

Table 18.
Technological Advancements

TECHNOLOGICAL ADVANCEMENTS	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Adoption of new educational technologies (e.g., AI, virtual reality)	3.60	4.04	4.36	4.00	A
Development of e-learning platforms and digital resources	4.50	5.00	5.00	4.83	SA
Opportunities for research and innovation in emerging fields	3.70	2.98	4.27	3.65	A
AVERAGE WEIGHTED MEAN (AWM)	3.93	4.01	4.54	4.16	A

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.00 – 1.49=Strongly Disagree (SD)

In all technological opportunities, adoption of new educational technologies garnered the highest TWM of 4.83 rated "SA", which points to near-universal optimism that it should exert much impetus for innovation in perceived areas like AI, sustainability, or digital transformation. The lowest TWM was those opportunities for research and innovation in emerging fields 3.65-A (Agree). Though seen as good, it has a relatively lower level of enthusiasm, which raises concerns on whether the digital education systems would in the future be optimally used due to poor infrastructure or training programs.

Table 19.
Funding and Partnerships

FUNDING AND PARTNERSHIPS	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Availability of government grants or scholarships	N/A	4.69	4.55	4.62	SA
Collaboration with private sector companies or NGOs	N/A	4.49	3.73	4.11	A

Alumni donations or fundraising campaigns	N/A	4.09	3.91	4.00	A
Access to international funding or exchange programs	N/A	1.47	2.73	2.10	D
AVERAGE WEIGHTED MEAN (AWM)	N/A	3.69	3.73	3.71	A

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.00 – 1.49=Strongly Disagree (SD)

Availability of government grants or scholarships was the highest opportunity for this area, garnering a TWM of 4.62 and rated "SA". This means there is a strong perception of availability of financial support from public sources. The lowest TWM was for access to international funding or exchange programs, which was rated 2.10 ("D"), marking it as an area of serious concern or challenge in international engagement, hence the need for strategic initiatives to enable accessing international funding or academic mobility programs.

Table 20.
Policy And Regulatory Support

POLICY AND REGULATORY SUPPORT	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Favorable government policies	N/A	1.47	4.45	2.96	N
Accreditation opportunities or quality assurance programs	N/A	1.47	4.82	3.15	N
Support for research and development initiatives	N/A	1.47	4.09	2.78	N
AVERAGE WEIGHTED MEAN (AWM)	N/A	1.47	4.45	2.96	N

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.00 – 1.49=Strongly Disagree (SD)

For policy-related opportunities, all indicators again got the same TWM of 1.47 based on faculty respondents, but the highest TWM overall was observed in accreditation opportunities or quality assurance programs, gaining 3.15 and being rated "N". This indicates moderate acknowledgment of the advantages gained

through quality assurance, albeit mixed perceptions among various stakeholder groups. The lowest was favorable government policies for private education, with TWM 2.96, also rated "N". Thus, these results show somewhat uniformly that, according to the stakeholders, the policy environment has not provided sufficient support to promote growth and innovation.

Table 21.
Community Engagement

COMMUNITY ENGAGEMENT	STUDENT S	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Strengthening ties with local communities and industries (affiliations and industry partners)	3.79	4.80	4.73	4.44	A
Offering community service or outreach programs	3.98	4.56	4.36	4.30	A
Building a positive public image through media and events	3.97	4.27	3.82	4.02	A
AVERAGE WEIGHTED MEAN (AWM)	3.91	4.54	4.30	4.25	A

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D); 1.00 – 1.49=Strongly Disagree (SD)

In the domain of community engagement, strengthening ties with local communities and industries will garner the highest TWM of 4.44 with "A" ratings, demonstrating wide overall agreement about the value and efficacy of partnerships with local sectors. The other indicator, building a positive public image through media and events, attained a 4.02 score, also rated "A", but received the lowest TWM. This suggests that, while still seen as a strength, this aspect of community relations is slightly less emphasized or effective than more direct community collaborations.

THREATS

The institution faces several external challenges that could potentially impact its long-term sustainability and growth. This section examines the threats that the institution must manage, including competitive

pressures, changing educational policies, and socio-economic factors that may affect student enrollment and institutional funding.

Table 22.
Competitive Pressure

COMPETITIVE PRESSURE	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Increasing competition from other private and public institutions	3.43	4.67	5.00	4.37	A
Emergence of low-cost or online education providers	3.50	2.44	2.27	2.74	N
High faculty turnover due to competing institutions	4.57	4.09	3.82	4.16	A
AVERAGE WEIGHTED MEAN (AWM)	3.83	3.73	3.70	3.75	A

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.00 – 1.49=Strongly Disagree (SD)

The indicator with the highest TWM in the competitive environment was high faculty turnover due to competing institutions, gaining a 4.16 rating for "A" (Agree). This means that the movement of faculty due to outside offers is a considerable concern across stakeholders. The lowest TWM scoring was, on the other hand, for emergence of low-cost or online education providers, at 2.74, rated "N" for Neutral. This reflects a more ambivalent posture regarding the issue of disruption from foreign providers toward the institution's current position.

Table 23.
Economic Factors

ECONOMIC FACTORS	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Economic downturns affecting tuition payments	4.86	4.67	4.82	4.78	SA
Rising operational costs	3.70	2.44	5.00	3.71	

(e.g., salaries, utilities, maintenance)					A
Inflation or currency fluctuations impacting students	3.66	4.09	3.91	3.89	A
AVERAGE WEIGHTED MEAN (AWM)	4.07	3.73	4.58	4.13	A

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.00 – 1.49=Strongly Disagree (SD)

Economic downturns directly impacting tuition payments were among the other economic threats and clearly were ranked as the strongest concern, with the highest TWM at 4.78, rated "SA" (Strongly Agree). This means that across all groups a very high awareness exists about the financial sensitivity of students. The reverse came from rising operational costs, which received the lowest TWM of 3.71 while rated "A". This demonstrates that while operational costs are accepted as a burden, they are perceived to be a relatively more manageable concern.

Table 24.
Policy and Regulatory Issues

POLICY AND REGULATORY ISSUES	STUDENTS	FACULTY & STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Stricter government or accreditation requirements	3.98	4.91	4.82	4.57	SA
Changes in education policies or funding allocations	3.39	4.67	4.73	4.26	A
Legal disputes or compliance	3.87	2.38	1.36	2.54	N
AVERAGE WEIGHTED MEAN (AWM)	3.75	3.99	3.64	3.79	A

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.00 – 1.49=Strongly Disagree (SD)

The highest TWM in this category, at a score of 4.57 and rated "SA", was stricter government regulations or accreditation requirements. Nevertheless, this puts forward the idea of the high concern of growing compliance pains. Comparatively, legal disputes or compliance issues settled down at a much lower TWM of 2.54.

This indicates a more neutral line of thought towards legal issues, probably as a result of few recent occurrences or perceived institutional ability to counter such risks.

Table 25.
Technological Disruption

TECHNOLOGICAL DISRUPTIONS	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Rapid technological changes requiring costly upgrades	4.01	4.80	4.27	4.36	A
Cybersecurity threats or data breaches	3.82	2.53	2.36	2.90	N
Pressure to adopt new technologies without adequate resources	3.88	4.78	4.45	4.37	A
AVERAGE WEIGHTED MEAN (AWM)	3.90	4.04	3.69	3.88	A

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.00 – 1.49=Strongly Disagree (SD)

In technology-related risks, the highest TWM rating went to pressure to introduce new technologies without having sufficient resources, at tissue 4.37, rated "A". This means that keeping abreast of innovations under tight budgets is a clear challenge.

The lowest rating went to cybersecurity threats or data breaches: 2.90 as TWM "N" indicates that cyber security issues are treated as somewhat urgent but perhaps not seriously so in terms of investigation.

Table 26.
Demographic Shifts

DEMOGRAPHIC SHIFTS	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Population of college-aged students	2.37	2.11	1.27	1.92	D
Changing student preferences or expectations	3.98	4.76	4.82	4.52	SA
Attracting diverse or international students	3.92	3.82	3.91	3.88	A
AVERAGE WEIGHTED MEAN (AWM)	3.42	3.56	3.33	3.44	N

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree

(D);

1.00 – 1.49=Strongly Disagree (SD)

In this domain, changing student preferences or expectations had a TWM of 4.52, rated "SA", thereby signaling great recognition of evolving learner needs with which the institution must respond. The lowest was, however, declining population of college- aged students, which scored only 1.92, rated "D" (Disagree). This suggests that stakeholders do not see demographic decline at all as a major threat, perhaps due to existing regional demands still being robust.

Table 27.
Social and Environmental Factors

SOCIAL AND ENVIRONMENTAL FACTORS	STUDENTS	FACULTY AND STAFF	DEPARTMENT HEADS AND PRESIDENT	TOTAL WEIGHTED MEAN	ADJECTIVAL RATING
Publicity and reputation	2.24	3.18	2.64	2.69	N
Natural disasters and emergencies disrupting operations	3.99	5.00	4.91	4.63	A
Social unrest or political instability affecting enrollment	2.17	4.11	3.45	3.24	N
Health-related disruptions (e.g. pandemic)	3.84	4.76	4.27	4.29	A
AVERAGE WEIGHTED MEAN (AWM)	3.06	4.26	3.82	3.71	A

Legend: 4.50-5.00=Strongly Agree (SA); 3.50 – 4.49=Agree (A); 2.50 – 3.49 =Neutral (N); 1.50 – 2.49=Disagree (D);

1.00 – 1.49=Strongly Disagree (SD)

The most pressing issue in this category was natural disasters and emergencies disrupting operations, which reached a TWM of 4.63, rated "A" and saw a general concern regarding climate-related and other disruptive events, while social unrest or political instability affecting enrollment put the lowest TWM at 3.24, rated "N", suggesting somewhat moderate concern but still not a real preoccupation for the stakeholders.

SWOT Analysis

This section presents a comprehensive analysis of Tanchuling College, Inc. through the lens of the SWOT framework, identifying its internal strengths and weaknesses, as well as the external opportunities and threats it faces. The table below represents the summary of the strengths, weaknesses, opportunities and threats in Tanchuling College Incorporated from the responses of 229 respondents composing of 173 students, 45 faculty and staff and 11 department heads along with the president.

The analysis above shows an academically strong college that must deliberate on certain internal challenges and external pressures requiring strategic responses. The consequences of this analysis affect nearly every aspect of the institution, for the academic core, infrastructure, student services, community relations, and

sustainability.

Table 28.
Strengths and Weakness in Tanchuling College

STRENGTHS	WEAKNESSES
Academic Excellence (4.35) <i>Highly qualified and experienced faculty Accredited programs with a strong academic reputation</i> <i>Innovative teaching methods and curriculum design High student performance</i> <i>Passing rate in licensure examination</i>	Financial Constraints (4.29) <i>Dependence on a single revenue source (e.g., tuition fees) High operational costs or budget deficits Limited fundraising or donor engagement</i>
Reputation and Branding (4.19) <i>Strong brand recognition and reputation in the community</i> <i>Positive relationships with stakeholders (e.g., parents, employers, government)</i> <i>High rankings or awards in education</i>	Student-related Concerns (4.00) <i>Enrollment Rate Student satisfaction Extracurricular services</i> <i>Alumni engagement or networking Scholarships or financial aid options</i>
Human Resources (4.14) <i>Competitive compensation and benefits for faculty and staff</i> <i>Continuous professional development and training programs</i> <i>Strong faculty and staff retention strategies Clear career advancement opportunities and support</i> <i>Effective faculty and staff recruitment policies</i>	Infrastructure Deficiencies (3.79) <i>Enrollment Rate Student satisfaction Extracurricular services</i> <i>Alumni engagement or networking Scholarships or financial aid options</i>
Infrastructure and Facilities (3.93) <i>Modern classrooms, laboratories, including hospital and hotel, and libraries</i> <i>Adequate access to technology and digital resources Well-maintained dormitories, sports facilities, and recreational areas</i> <i>Accessibility for students with disabilities</i>	Human Resources (3.38) <i>Qualified faculty or staff High employee turnover</i> <i>Diversity in faculty or leadership Professional development opportunities</i>
Student Services (3.93) <i>Comprehensive scholarship and financial aid programs Well-structured academic advising and mentoring support</i> <i>Engaging extracurricular and student development programs</i> <i>Accessible mental health and wellness support services Career guidance, internship, and job placement assistance</i>	Academic Challenges (2.96) <i>Curriculum or teaching methods Student retention or graduation rates Program offerings</i> <i>Passing rate in licensure examination</i>
Financial Stability (3.36) <i>Well-managed financial reserves and diversified funding sources</i> <i>Effective budgeting and financial management strategies</i> <i>Sustainable revenue generation through various income streams</i> <i>Cost-efficiency measures to optimize institutional expenses</i>	Administrative Challenges (2.65) <i>Administrative decision-making Strategic planning or vision</i> <i>Communication between departments Resistance to change or innovation Planning</i>

Table 29.
Opportunities and Threats in Tanchuling College

OPPORTUNITIES	THREATS
Community Engagement (4.25) <i>Strengthening ties with local communities and industries (affiliations and industry partners) Offering community service or outreach programs Building a positive public image through media and events</i>	Economic Factors (4.13) <i>Economic downturns affecting tuition payments Rising operational costs (e.g., salaries, utilities, maintenance) Inflation or currency fluctuations impacting students</i>
Technological Advancements (4.16) <i>Adoption of new educational technologies (e.g., AI, virtual reality) Development of e-learning platforms and digital resources Opportunities for research and innovation in emerging fields</i>	Technological Disruptions (3.88) <i>Rapid technological changes requiring costly upgrades Cybersecurity threats or data breaches Pressure to adopt new technologies without adequate resources</i>
Expansion (3.98) <i>Growing demand for higher education in the region Potential to attract international students Expansion into online or distance learning programs Partnerships with industries or other educational institutions</i>	Policy and Regulatory Issues (3.79) <i>Stricter government regulations or accreditation requirements Changes in education policies or funding allocations Legal disputes or compliance issues</i>
Funding and Partnerships (3.71) <i>Availability of government grants or scholarships Collaboration with private sector companies or NGOs Alumni donations or fundraising campaigns Access to international funding or exchange programs</i>	Competitive Pressure (3.75) <i>Increasing competition from other private and public institutions Emergence of low-cost or online education providers High faculty turnover due to competing institutions</i>
Policy and Regulatory Support (2.96) <i>Favorable government policies for private education Accreditation opportunities or quality assurance programs Support for research and development initiatives</i>	Societal and Environmental Issues (3.71) <i>Publicity and Reputation Natural disasters and emergencies disrupting operations Social unrest or political instability affecting enrollment Health-related disruptions (e.g. pandemic)</i>
	Demographic Shifts (3.44) <i>Population of college-aged students Changing student preferences or expectations Attracting diverse or international students</i>

Tanchuling College Incorporated has been standing on the foundation of academic excellence with an established reputation and branding that have become part and parcel of its identity and development. It has consistently provided a quality educational experience through its qualified faculty, well-developed curriculum, and student success, thus earning the esteem of academic credibility in the region. The credibility as a reputable learning institution has helped in attracting a community of students, faculty, and partners in alignment with the institution's vision and values. This strong branding not only uplifted its overall image in the academic sector but also created trust with the surrounding community and its alumni, thus strengthening its place as their choice of higher education ((Yaping et al., 2023).

On the other hand, Tanchuling College had quite strong points with some weaknesses and has to strategically lay down plans towards it. The most immediate challenge concerns acute financial limitations that inhibit the institution's infrastructural development, academic program expansion. Such

limitations may hinder its growth in the long run as well as impact on innovations (Nobanee & Dilshad, 2021). Other issues concerning students, such as dwindling enrollment and retention, and lack of sufficient student services, compromise the institutional atmosphere of learning. It is pertinent to deal with these internal weaknesses for the institution to sustain its competitiveness and effectively carry out its mission (Pawar, 2020).

The college had opportunities in its favor to exploit in a good way. One of these opportunities was community engagement. Strengthening partnerships with local stakeholders, organizations, and industries will greatly afford the college enhanced opportunities for experiential learning, social corporate responsibility, and increased regional development impact (Trappett, 2023). Further, the embrace of this advancement in technology will open great advantages regarding modernizing administrative processes and teaching and learning methods, thereby accessing education through various digital platforms. Through these arena innovations, agility and adaptability will be retained in an unprecedentedly busy academic world.

The college, however, has to keenly listen out for emerging external threats that threaten their slow growth. For example, the economic conditions of inflation and tuition being too high coupled with uncertain funding from outside affect, on the one hand, the viability of the institution, while on the other, affordability and accessibility of the university to students (Forrester, 2024). Technological disruptions create a paradox by opportunities and demanding prompt adaptation along with continual investments in technology and training. According to Marcus (2020), digital transformation turnarounds that are not grasped could produce a scenario where an institution becomes ineffective and, in worst cases, find itself at the lowest rung of its domain compared to institutions that remain tech-savvy. Strategies must thus be designed going forward to counteract these threats while also capitalizing on their positive ramifications (Bantilan et al., 2023).

The obvious academic strength indeed tells that Tanchuling College has made its mark by having excellent faculty members, solid curriculum design, and good results in licensure exams. These things build the competitiveness of the college and should serve as anchors in the future growth plan. However, the college risks losing focus if it remains complacent. Having a moderately high level of satisfaction with infrastructure and student support services means that the institution should strengthen student-centered practices notwithstanding a commendable level of provision and consistency across departments (Sandoval, 2024). The low satisfaction with infrastructural services offered especially in classrooms, libraries, and accessibility shows that beyond meeting basic expectations, the college would lag behind in the advent of improvement in maintenance and recreational facilities (Norton, 2023). Hence, these should thus imply a continuing investment in physical and digital infrastructural developments in order to keep up with the standard of the college in academics.

Equally important implications do arise from the analysis regarding internal deficits. The single major limiting factor would be the scanty choice of courses for students, according to Beatrice (2024), further severely downgrading the prospects for enrollment and retention of institutional relevance in a competitive educational environment. This requires a swift revisiting and increasing of academic programs, especially in line with contemporary industry trends and regional labor market demands. Likewise, overly weak alumni involvement and dismally low student satisfaction are indicative gaps to be filled in the sue of creating life-long attachment to the community and a complete educational experience. These weaknesses, therefore, inform the rethinking of the student development model of the college—with a much greater attention towards alumni networking, extracurricular engagement, and support for

employment after graduation. Dealing with these gaps will have the dual advantage of augmenting student experience and retention while simultaneously creating brand ambassadors who can advocate for the institution on the big stage (Mietra & Wibowo, 2022).

On the other hand, opportunities identified in the data look promising for potential growth and modernization. Good online learning and tech integration to help Tanchuling College innovate were found. According to Wang et al. (2024), the integration of AI, virtual reality, and other immersive learning tools in teaching, especially with training of the faculty and upgrade of infrastructure, stands as another competitive edge. That is assuming that there is a favorable policy environment and regional demand for higher education that allows the college to extend its influence on strengthening industry linkages, research undertaking, and community outreach programs. These opportunities do suggest that leadership should take action in pursuit of partnership with government and other private sectors as well as NGOs in furtherance of the aforementioned, thus broadening the college's outreach and social impact.

Nevertheless, drawing from the analysis are grave external threats that can seriously jeopardize the institutional forward push. Economic volatility is foremost in this respect, particularly with its consequence of reduced affordability for students and the school that depends on tuition for survival (Thennakoon et al., 2023). This suggests fortifying any funding attempts with grant funds, partnership models, and alternate revenue means to broaden their funding base. Threats from competition from online and low-cost providers rattled by high turnover of faculty, hence the institution needs to focus especially on retention and perhaps setting up an ever-renewing cycle of innovation to keep the college attractive for students and faculty alike (Rasmussen et al., 2022). Swarming regulatory pressures and compliance also added elective burdens to operations, which means that all new regulation being called forth must be kept as agile as possible to align with policy directives. Technology disruption simply becomes an opportunity and a threat when the funding and training do not align; are those concerns needing to be addressed by risk-mitigation, building digital capacity, investment in cybersecurity, and IT infrastructure.

Finally, everything necessary for the infrastructure, from demographic dynamics to unpredictability due to natural calamities or health-related events, renders necessary long-term planning and institutional resilience. This means that Tanchuling College must embrace flexibility that makes it more student-responsive so as to accommodate changing enrollment trends and respond to external shocks. This will feature hybrid learning format, modular course delivery, and emergency preparedness systems for learning continuity.

This SWOT analysis summary showed that Tanchuling College did well in academic excellence and relating to the community but its path forward relies heavily on strategic diversification, modernization of infrastructure, and institutional resilience. Throughout the stay of Tanchuling College, a focus on enabling innovation, addressing internal weaknesses, and taking up external opportunities will substantiate its competitiveness and actually get it along the survival path in a rapidly changing educational environment.

Results also indicate a commendable stride being achieved by the institution in various spheres and a complimentary yet strong academic and operational set-up. The area that indicates progress is achievements of academic excellence, in which the institution benefits immensely from a highly qualified and experienced faculty, strong performance on licensure exams, and the employment of innovative teaching strategies. Such indicators strengthen the institution's claims to instruction and give it a competitive edge in the academic field (Miotto et al., 2020). Its infrastructure and facilities were enhanced areas, particularly for modern classrooms, libraries, and laboratories. On the other hand, with areas such as ramps for students with disabilities, an adequate dormitory, and access to technologies, it suggests that while the

core infrastructure is in place, improvements in the targeted areas will enhance the learning experience (Qureshi et al., 2024).

On the financial aspect, practices of cost-efficiency call for good financial management; however, the institution is more or less reliant on student tuition, with only a few alternative income streams. Urgently needed is the diversification of funding and sources of sustainable income generation that dismally perform (Koryakina, 2020). Human Resources seemed to have benefited from positive management regarding recruitment and career development, but there remains a major gap in the area of professional development programs, which are essential for the retention and upskilling of their staff. With regard to student services, feedback on academic advising and mental health support remains moderate further indicating that mechanisms for student support ought to be meaningfully deepened and broadened (Johns, 2024).

The image and branding of the institution were another major area of concern. High visibility of the brand, strong stakeholder relationships, and institutional accolades suggest community trust and prestige. Nonetheless, in the analysis, some crucial weaknesses were detected. Many have stunted the regular and academic character, such as limited program offerings and low retention/graduation rates, calling for diversification of the curriculum offering and better student support systems. Infrastructure issues like overcrowded classrooms and maintenance could also pose threats to the effective delivery of education if unaddressed (Vakili et al., 2024). In addition, there is a concern with over-dependence on tuition income, very high operational costs, and very low engagement from donors.

Student experiences would otherwise be jeopardizing loyalty and engagement, as they associate with lack of student satisfaction, poor alumni engagement, and inadequate extracurricular activities. On the administration side, strategic planning gone wrong, fear of change, and protracted decision-making processes stifle innovations and the very core of the institution's capacity to respond to dynamic challenges. The institution, in spite of this, is primed to seize on an abundance of opportunities. The ever-growing demand for higher learning and digital learning formats symbolizes a direct pathway to increasing enrollment and expanding revenue (Alenezi, 2023). Strategic partnerships with industries and other academic institutions along with secondly, some neglected sources of funding such as government grants, NGO collaboration, and alumni fundraising will greatly contribute in providing financial and intellectual resources. Conversely, a very low performance in fundraising at the international funding level states the need to globalize the funding strategy.

Moreover, technological upgrades posing major transformations include AI, VR, and research development; currently, however, e-learning is very poorly supported. Policy-wise, supportive environments for private education and an increase in the opportunity for accreditation are conducive towards institutional growth and their quality assurance. In terms of community engagement, encouraging collaboration with industries in the localities, outreach, and positive PR are also channels for safeguarding the institution's societal role and public image. Moreover, increasing competition both from among other schools and online providers is a direct threat to student recruitment and faculty retention (Khan, 2021). Economic burden among those were difficulties in payment of tuition, increasing costs, and inflation undermine financial sustainability. Coupled with this have been disturbances in the regulatory regime and also threats of lawsuits looming, which will require constant vigilance and political adjustability. Technological disruptions and ever-demanding system upgrades, cybersecurity concerns, and readiness gaps in technology adoption footing may further hinder the crippled road (Ismail et al., 2024).

Threats to enrollment on a longer time frame are presented both by demographic changes, especially

decreasing numbers of potential entrants on the college-age level and changing educational needs (Vigdor, 2024). The very same challenge of accommodating a more diverse and international set of students requires more inclusivity and support structures. Finally, external crises-natural disasters, health emergencies, and reputational risks emphasize the importance of risk management and crisis preparedness for trust upholding and continuity operations. Thus, while there is a very strong base that these institutions can rely on, the academic credibility, some strengths in branding, and some efficiencies in operation, it must also quickly contend with internal weaknesses and respond to external threats. Harnessing the new-found opportunities within innovation, partnerships, and community engagement will be very vital for these institutions in achieving long-term resilience, relevance, and success (Hannan, 2021).

The conducted SWOT analysis painted a rather intricate picture, if not quite an optimistic one, of the current state of institution and prospective future possibilities. Sustainability and operational excellence are to a great extent possible through all these strengths in education. The institution has been thus doing great due to highly competitive students who enroll and a very qualified faculty with innovative teaching practice complemented by a modern digital infrastructure (Buyanza-Mwidima & Nkeni, 2021). It seems to abound with environments favorable to learning and achieving academic success. At operational level, efficient cost structures and robust stakeholder relations are indicators of a mature and esteemed institution greatly increased by competitive HR practices and targeted student support services such as those for career guidance and job placement (Gillen, 2024).

What needs to be treated urgently through strategic intervention, however, includes those internal weaknesses that the analysis exposes. Narrowing down to those, for example, is the academic portfolio, which in turn limits the institution's attractiveness and even threatens its competitiveness in increasingly changing educational landscapes. High dependency on fees and very high overhead costs placed the institution in a vulnerable financial position with regard to underfunding, particularly in view of the increasing uncertainty the economy brings (Bayudan- Dacuycuy et al., 2024). Technology is one of the strong aspects, but then with aging and overcrowded infrastructure coupled with inadequate faculty development and limited staff retention programs, that strength has begun to erode (Haleem et al., 2022). Some familiar problems connected with enrollment and lack of alumni connection arise from the broader academic picture relating to long-term satisfaction and relationships with students. Limited strategic foresight and an unwillingness to change within the institution may, at an administrative level, discourage innovation and therefore limit adaptability, both of which are essential if one is to survive in the long run.

The aforementioned situation represents major opportunity. As agreed by Al- Jarf (2024), there is indeed a regional demand for higher education, and growing flexible learning modalities like online education and distance learning add avenues for enrollment growth and curricular innovation. The institution's willingness to embrace disruptive technologies like AI and e-learning systems helped position it to be a pathfinder in educational transformation. There was an excellent likelihood of availing of government grants, industry collaborations, and NGO partnerships, which could become extra income sources, thus alleviating its financial fragility, especially if pursued with much more dynamic alumni-engagement strategies. Such regulatory backing and community support could also be able to fill the bigger picture with hope, deepening societal impact and attracting diverse learners through industry-linked programs (Rossoni et al., 2023).

However, external threats are highly pronounced. The institution has to face an increasing competitive scenario where other institutions may pose alternatives that are lower in costs or technologically better (Basheer et al., 2025). Increasing operation costs, economic upheavals, and problems of collecting tuition

fees became serious issues, especially together with faculty resignations and lack of interest from the international student community. Technological threats with potential internal strains on resources included upgrading software all the time and battling cyberattack, while changing accreditation stipulations and the ambiguity of regulatory contexts may very well compromise on compliance. Environmental disturbances and public health hazards constitute additional complicity in analyzing the outlook and reinforce risk and resilience planning (Lv et al., 2024).

While the institution has been shaped through strong academic and operational strength, its eventual achievement will depend greatly on taking aggressive steps to counter its internal weaknesses, seizing evolving opportunities, and minimizing all those external threats that hinder its sustainability. Curriculum development, financial diversification, updating of human capital, and digital transformation need to be strategically reformed under the progressive governance if the institution is to remain relevant and obtain further growth in the years to come.

2. Five-year Strategic Development Plan for Tanchuling College

Stakeholders' comprehensive interview data from Tanchuling College, Inc. detailed an institutional overview and forward-looking focus in the next five years. The central concern among priorities of stakeholders is three-fold: enhanced research and innovation initiatives, investment in faculty and staff professional development, and facilities upgrading. All these appear to be statements of commitment to strengthening academic quality and institutional capacity to meet changing educational demands. Moreover, according to Sikalumbi et al. (2023), an increased student enrollment is viewed as both a goal and a requirement for long-term viability, implying that growth in student population will be closely related to the improvement of college infrastructure and offerings in addition to its reputation.

However, timely challenges must be taken care of to achieve these priorities. Funding constraints, hiring qualified full-time CHED faculty, and dwindling enrollment figures, especially in programs like BS Hospitality Management, BS Midwifery, and Basic Education, are the most important among these problems. Besides financial limitations, these problems cut across the board. Financial constraints tend to limit the capacity for competitive salaries, investments, and development of infrastructure or academic programs, which all, in turn, bear on faculty retention and satisfaction from students. The absence of a number of highly qualified full-time faculty undermines the college's endeavor toward program accreditation and academic excellence (Khan et al., 2021), besides which low enrollment in some programs may also suggest changing market demands or perhaps gaps in the relevance of offered programs.

In an effort to resolve the problems that plague the institution into the future and secure growth, stakeholders indicated the following strategic initiatives: developing new college degree programs fed by students' interests in market-need areas, such as business, health sciences, tourism, and education; upgrading facilities; pursuing digital transformation; and improvement of faculty and staff development to advanced levels through training and seminars, as well as better compensation packages. Suggestions also include restructuring faculty ranks and positions, which may help in creating clearer career pathways and motivating staff to stay and grow with the institution (Wieder et al., 2020).

With these recommendations made, it is strongly suggested to emphasize program accreditation and quality assurance, which are critical to credibility, quality, and even the opening of potential collaboration and funding venues. The urge for more international and national academic networks indicates that Tanchuling College wants to be part of a larger education network through which knowledge will be

exchanged, collaboration opportunities shared, and student mobility ensured.

Improvements in the research capability and community extension programs are perceived as important means of elevating the academic standing of the institution and enhancing social relevance (Păunescu et al., 2022). Most of these recommendations point to the need for a Research Office, which currently does not exist, and strengthening alumni networks, which can also be tapped for mentoring and fundraising efforts.

Moreover, it also includes critical projects such as new academic buildings, upgrade of laboratories, improvement of library especially in digital collections, and modernization of records management system (Khan, 2021). They are not only aesthetic but also important in creating an effective learning environment and efficient institutional operations. Along with a call for such improvements, respondents call for upgrading of ICT facilities: a standalone, robust LMS, online enrollment, and an improved student management system that are now indispensable in this age of digitization (Alvarez-Sández et al., 2023). The emerging headline across all sections of the data is faculty and staff development.

Additionally, the various strategies formulated to reverse the declining enrollments and improve retention included provision of more government and private scholarships and grants, development of career placement services for students, and improvement of campus facilities to enhance student life, all aimed at making Tanchuling College an attractive choice for future enrollees while giving support to the current enrollees until they finish their program.

Moreover, the institution must also strengthen its linkages with the industry and the community. This includes strengthening alumni relations, conducting community outreach programs, and forming alliances with local government units and private sectors (Kwarteng & Obeng-Ofori, 2021). These linkages will not only bring the college's visibility and relevance in the local community but will also open avenues for resource sharing, employment pipelines, and opportunities for students to learn by doing. Furthermore, diversification is the very foundation of financial viability, and thus, suggestions for revenue enhancement include soliciting more donations from alumni, writing grant proposals, and establishing income-generating projects. One significant challenge projected for the ensuing five years could consist of competition with other learning institutions, which unmediated might further strain enrollments. Rising operational costs, faculty retention issues, and the sustainability of the Basic Education department comprise other pressing concerns.

In conclusion, the stakeholders see a bright future for the college, it is expected to be one of the leading educational institutions in Albay, a center of excellence representing innovation, inclusivity, and academic excellence. In order to actualize this vision, the institution must adopt a strategic and data-driven plan for its priority resource allocation. Priority considerations will include continuous benchmarking against peer institutions, curricula shaped by industry relevance, research investment and sustainability advocacy, and strengthening alumni and external partnerships. To conclude, the data represent an honest assessment of the challenges faced by Tanchuling College, as well as a range of strategic solutions. Following, if the institution is to act on these insights, there must be a transformation process into a resilient, innovative, and future-ready academic community.

The following pages present the 5-year strategic development plan of Tanchuling College Incorporated.

2025-2030

Tanchuling College, Inc.

STRATEGIC DEVELOPMENT PLAN



Tanchuling College, Inc. envisions becoming a center of excellence in the Bicol region over the next five years by focusing on seven strategic priorities that emerged from comprehensive stakeholder feedback and SWOT analysis. These strategic areas reflect the college aspiration to enhance academic quality, institutional capacity, and societal relevance. The plan seeks to address current issues while tapping into emerging opportunities in education, technology, and community partnerships.

Source: Tanchuling College Official Facebook Page

2025-2030

Tanchuling College, Inc.

PHILOSOPHY

Tanchuling College, Inc. firmly believes that individuality, progress, and change are fundamental for students' growth. Thus, implementing a curriculum that is relevant because it caters to the needs, experiences, interests, and abilities of students. Provoking the curiosity of students to inspire active learning to develop social qualities such as cooperation and tolerance for different points of view.



VISION

Tanchuling College, Inc. will be a school that provides a holistic and high-quality education from kindergarten to college, with graduates who excel in their chosen fields and are imbued with critical thinking skills, a global perspective, and a respect for our core values of integrity, excellence, loyalty, perseverance, and compassion.

Source: Tanchuling College Official Facebook Page

2025-2030

Tanchuling College, Inc.

MISSION

We are committed to provide a sound foundation in basic education, which will lead to an exemplary tertiary education that will enable our students to reach their full potential and equip them to stand out as competent, dynamic, ethical, conscientious, and compassionate members of society.



VALUES

- ✓ Integrity
- ✓ Perseverance
- ✓ Loyalty
- ✓ Excellence
- ✓ Compassion

2025-2030

Strategic Priority

- 1** Faculty & Staff Development
- 2** Research and Innovation
- 3** Enrollment Growth & Student Experience
- 4** External Linkages & Alumni Engagement
- 5** Financial Sustainability & Governance
- 6** Infrastructure & ICT Upgrades
- 7** Academic Program Expansion & Quality



2025-2030

Key Initiatives

- KI 1** Graduate Studies Support; Regular Training and Workshops; and Compensation Review Program
- KI 2** Faculty Research Grants Program; Academic Exchange & Joint Research; and Student Research Integration
- KI 3** Enrollment Campaigns; Career Development Center; and Student Wellness Programs
- KI 4** Establish Tanchuling College Alumni Association (TCAA); Alumni Tracing & Engagement System; and Industry & Government Partnerships
- KI 5** Develop New Revenue Streams; Institutional Planning & Monitoring System; and Capacity Building for Leaders
- KI 6** Construction and Renovation Projects; Digital Learning Platforms; and ICT Capacity Development
- KI 7** Feasibility Studies for New Programs; Curriculum Enhancement; and Accreditation Pursuits





Strategic Priority I: Faculty & Staff Development

Objectives:

- *Enhance qualifications, leadership, and retention of faculty and staff*

Tanchuling College aims to ensure that its workforce possesses the expertise and credentials necessary to deliver high-quality education and services. Building a strong academic and administrative team means investing in further education, certifications, and leadership training.

- *Promote continuous professional development and institutional loyalty*

Cultivating a growth-oriented and supportive work environment is key to institutional sustainability. The goal is to motivate faculty and staff to stay, grow, and lead within the institution through structured development programs and responsive HR practices.

Key Performance Indicators (KPIs):

- Faculty and Staff Retention Rate
- Number of Professional Development Activities Completed
- Graduate Program Completion Rate
- Staff Satisfaction Scores
- Promotion and Career Advancement Metrics



Key Initiative 1:

- **Graduate Studies Support Program**

- Offer full or partial scholarships, tuition assistance, or study leave incentives for faculty and staff pursuing advanced degrees (Master's or Doctorate).
- Partner with graduate schools for discounted tuition or cohort-based programs.

- **Professional Development and Capacity-Building Seminars**

- Design a yearly professional development calendar featuring workshops on: Leadership and Management, Curriculum Design and OBE Implementation, Digital Literacy & Instructional Technology, Student Services and Counseling, and Research Methodology and Publication
- Encourage faculty to attend local and international conferences and return as "knowledge sharers" for peer training sessions.

- **Compensation & Benefits Review Program**

- Conduct periodic benchmarking against regional HEIs to ensure competitiveness in salary scales and benefits.
- Introduce non-monetary incentives such as wellness programs, flexible work arrangements, and recognition platforms.

Responsible Units:

- Human Resources Department
- Academic Heads / Deans
- Administrative Office



Strategic Priority 2: Research & Innovation

Objectives:

- *Foster a dynamic and innovative research culture*

Tanchuling College aims to develop a vibrant research environment that supports intellectual curiosity, encourages innovation, and promotes the generation of new knowledge. The goal is to position the college not only as a teaching institution but as a hub of scholarly research that contributes to local, national, and global development.

- *Establish and expand local and international academic and research linkages*

The institution recognizes the importance of collaboration in advancing academic excellence. By forming strategic partnerships with other colleges, universities, industries, and research institutions both locally and abroad, Tanchuling College seeks to broaden the scope and impact of its research efforts.

Key Performance Indicators (KPIs):

- Number of research outputs (published articles, conference papers, creative works, patents)
- Number of active research projects funded internally or externally.
- Number of MOUs signed with academic and research institutions.
- Number of faculty and students participating in research conferences, seminars, or competitions.
- Number of collaborative research publications with partner institutions.
- Citation metrics and journal indexing levels (Scopus, CHED-recognized).



Key Initiative 2:

- **Faculty Research Grants Program**

- Provide competitive internal grants annually to support faculty in conducting research aligned with institutional and national priorities.
- Develop clear guidelines for proposal submission, review, monitoring, and evaluation.
- Encourage interdisciplinary research and community-based studies that address real-world problems.

- **Academic Exchange & Joint Research**

- Establish Memorandums of Understanding (MOUs) with partner institutions to facilitate joint research projects, visiting lectureships, sabbatical exchanges, and cross-border academic collaboration.
- Participate in national research consortia and international networks like ASEAN, ERASMUS+, and other global programs.

- **Student Research Integration**

- Integrate research in the undergraduate curriculum through capstone projects, research methodology courses, and thesis writing.
- Create an Annual Student Research Colloquium or innovation fair where students can present their findings.

Responsible Units:

- Academic Affairs
- Research Office
- Program Chairs / Faculty Coordinators



Strategic Priority 3: Enrollment Growth & Student Experience

Objectives:

- *Increase student population while improving retention and employment outcomes*

Tanchuling College aims to attract a larger and more diverse student body by implementing innovative recruitment strategies and strengthening academic reputation. At the same time, it will ensure that students are supported throughout their academic journey, leading to timely graduation and competitive employability.

- *Offer holistic support services and dynamic campus life*

Enhancing the overall student experience through comprehensive services, personal development programs, and vibrant extracurricular engagement will create a nurturing and empowering campus environment that promotes student satisfaction and long-term success.

Key Performance Indicators (KPIs):

- Annual Enrollment Growth Rate
- Student Retention Rate
- Graduate Employment Rate within 6 Months
- Scholarship Utilization Rate
- Student Satisfaction Index



Key Initiative 3:

- **Enrollment Growth Campaigns**

- Develop compelling promotional materials (online and offline) highlighting program offerings, facilities, success stories, and alumni achievements.
- Strengthen partnerships with feeder schools through career talks, campus visits, and faculty immersion programs.

- **Career Development & Placement Services**

- Career orientation and planning sessions for all year levels.
- Implement an alumni and graduate employment tracking system to monitor job placement and collect feedback from employers and graduates.
- Internship and on-the-job training (OJT) placement programs in coordination with local and international industry partners.

- **Student Support and Wellness Programs**

- Provide access to licensed counselors, peer support groups, and awareness campaigns.
- Include stress management, emotional intelligence, and resilience training in student orientation.
- Celebrate cultural diversity and creativity through annual festivals, talent shows, and inter-departmental competitions.

Responsible Units:

- Admissions Office
- Office of Student Affairs
- Career Development Center



Strategic Priority 4: External Linkages & Alumni Engagement

Objectives:

- *Strengthen ties with the community, industry, and alumni*

As a community-rooted and future-focused institution, Tanchuling College recognizes the value of forging long-term partnerships that extend learning beyond the classroom. Engaging with external stakeholders—alumni, businesses, government agencies, and NGOs—enhances the institution's credibility, influence, and impact.

- *Leverage networks for resource generation, mentorship, and job opportunities*

Strong external linkages offer mutual benefits: students gain access to real-world experience, mentorship, and employment pipelines, while the college opens avenues for sponsorships, grants, expert collaborations, and alumni-driven development.

Key Performance Indicators (KPIs):

- Number of Active Alumni Contacts
- Alumni Participation Rate
- Alumni Contributions
- Number of Signed MOUs with External Partners
- Student Placement Rate through Industry Partnerships



Key Initiative 4:

- ***Establishment of the Tanchuling College Alumni Association (TCAA)***

- Create a centralized and secure alumni registry using CRM or database management systems.
- Collect and update alumni profiles through surveys, social media campaigns, and graduation data.
- Host annual Homecoming and Recognition Night to celebrate successful alumni and reconnect them with their alma mater.

- ***Alumni Tracing & Engagement System***

- Collaborate with the Career Development Center to conduct annual tracer surveys.
- Collect data on employment status, job relevance, further studies, and alumni feedback.
- Create and maintain official alumni pages/groups on platforms such as Facebook, LinkedIn, and Instagram and use these platforms for crowd-sourcing stories, updates, and professional opportunities.

- ***Industry, NGO, and Government Partnerships***

- Build a network of corporate and government partners for internship placement, industry immersion, and employment pipelines.
- Sign MOUs with key industries aligned with Tanchuling's academic programs.
- Collaborate with local government units (LGUs) and NGOs for community extension programs and joint funding applications.

Responsible Units:

- Advancement Office
- Career Development Center
- Administration Office
- Alumni Coordinator



Strategic Priority 5: Financial Sustainability & Governance

Objectives:

- ***Diversify revenue sources***

To ensure long-term viability and resilience, Tanchuling College must reduce dependency on tuition fees by exploring new income-generating ventures, expanding short-term learning programs, and securing external funding from donors, alumni, government, and private partners.

- ***Strengthen institutional planning and leadership***

Institutional sustainability also requires sound governance—anchored in strategic planning, evidence-based decision-making, and transparent operations. This includes fostering accountability, strengthening internal processes, and ensuring inclusive leadership at all levels.

Key Performance Indicators (KPIs):

- IGP Profit Margins
- Revenue Diversity Index
- Completion Rate of Annual Operational Plans
- Number of New Short-Term Programs Offered
- Amount of External Funding Secured
- Stakeholder Satisfaction with Governance Processes



Key Initiative 5:

- **Development of Institutional Income-Generating Projects (IGPs)**

- Explore projects such as: Campus leasing (canteens, kiosks, parking), Event and venue rentals, Merchandising (e.g., school supplies, uniforms, branded items), and Printing and publication services
- Establish a business unit or designate IGP staff to oversee operations, budgeting, and compliance.

- **Institutional Planning, Monitoring & Evaluation System**

- Develop a 5-year Institutional Development Plan (IDP) with clearly defined timelines, strategic priorities, and budget allocations.
- Cascade the IDP into annual operational plans (AOPs) for each department with regular progress reports and midyear reviews.

- **Capacity Building for Leadership and Administrative Staff**

- Conduct leadership training programs on: Strategic management, Budgeting and finance, Quality assurance, and Governance and policy-making
- Strengthen participatory governance through regular consultations and planning workshops with stakeholders.

Responsible Units:

- Finance Office
- Administrative Office
- President's Office



Strategic Priority 6: Infrastructure & ICT Upgrades

Objectives:

- ***Build and modernize learning facilities***

To support evolving pedagogical approaches and accommodate a growing student population, Tanchuling College must invest in physical infrastructure that reflects 21st-century learning needs—flexible, inclusive, and resilient environments that enhance both academic and co-curricular life.

- ***Enhance ICT capacity and digital platforms***

In line with the digital transformation of education, the college seeks to strengthen its ICT systems—from connectivity and hardware to software and support services—to enable efficient operations, blended learning, and data-informed decision-making.

Key Performance Indicators (KPIs):

- Infrastructure Completion Milestones
- Percentage of Classrooms with Smart Learning Technology
- LMS Usage Metrics
- User Satisfaction Ratings
- System Downtime & Tech Support Response Time



Key Initiative 6:

- **Construction of New Academic Buildings and Renovation of Existing Facilities**
 - Create or update a Campus Development Master Plan outlining spatial priorities, environmental considerations (green spaces, solar power), and accessibility.
 - Upgrade existing classrooms with smart boards, ergonomic furniture, and improved ventilation.
 - Renovate libraries, lounges, and faculty rooms to promote comfort and collaboration.
- **Implementation of a Learning Management System (LMS)**
 - Adopt a scalable LMS (e.g., Moodle, Canvas, Google Classroom) to support: Blended and fully online classes, Submission of assignments, quizzes, and feedback, and Online grade viewing and announcements
 - Train faculty and students in LMS navigation, instructional design, and tech troubleshooting.
- **Digitalization of Academic and Administrative Systems and Campus Network Upgrade**
 - Strengthen systems for: Enrollment and student records (Registrar), Billing and finance (Finance Office), and Faculty attendance and workload monitoring
 - Expand internet bandwidth and install enterprise-grade Wi-Fi across all academic and administrative buildings.
 - Regularly upgrade hardware (servers, routers, workstations) and provide technical support.

Responsible Units:

- Administrative Office
- Management Information Systems (MIS)
- Registrar's Office



Strategic Priority 7: Academic Program Expansion & Quality

Objectives:

- **Offer new market-responsive degree programs**

Tanchuling College seeks to align its academic offerings with national development goals, regional employment trends, and global industry demands. By offering new, relevant degree programs, the institution aims to attract a broader student base, address workforce needs, and strengthen its competitive edge.

- **Modernize and diversify curriculum offerings**

Beyond expansion, the college is committed to ensuring that existing and new programs reflect current standards, emerging technologies, interdisciplinary learning, and the values of social responsibility and innovation.

Key Performance Indicators (KPIs):

- Student Enrollment in New Programs
- Number of Feasibility Studies Conducted and Programs Proposed
- CHED and/or TESDA Approvals Secured
- Accreditation Feedback and Ratings
- Curriculum Review Completion Rates
- Student and Industry Satisfaction



Key Initiative 7:

- **Increase Feasibility Studies for Emerging Programs**
 - Conduct regular market and tracer studies to assess demand for new programs in: Technology and innovation (e.g., BS in Information Systems, Data Science), Business and entrepreneurship (e.g., Business Analytics, Tourism Management), Health sciences (e.g., Allied Health, Psychology), and Teacher education in specialized areas (e.g., SPED, Digital Education)
 - Align studies with CHED guidelines, local industry trends, and labor forecasts (e.g., DOLE, NEDA data).
- **Curriculum Modernization and Diversification**
 - Institutionalize a biennial curriculum review process led by Program Chairs and faculty clusters. Integrate: Industry inputs and alumni feedback, Emerging technology and trends, and Service-learning and civic engagement components.
 - Promote blended and flexible learning models, incorporating: Online resources, Project-based learning, and Capstone, thesis, or practicum integration
- **Fast-track CHED Accreditation and Government Recognition**
 - Prepare complete documents for submission and compliance with: CHED recognition, TESDA program registration (if applicable), and Professional Regulatory Boards (PRBs), where relevant
 - Engage in ongoing curriculum quality assurance and peer validation.

Responsible Units:

- Program Chairs
- Faculty Members
- Academic Affairs Office

Tanchuling College, Inc. envisions becoming a center of excellence in the Bicol region over the next five years by focusing on seven strategic priorities that emerged from comprehensive stakeholder feedback and SWOT analysis. These strategic areas reflect the college aspiration to enhance academic quality, institutional capacity, and societal relevance. The plan seeks to address current issues while tapping into

emerging opportunities in education, technology, and community partnerships.

The first priority is faculty and staff development which aims to advance faculty and staff development and to enhance qualification, retention, and morale among faculty members. This will include salary-and-benefit reviews going forward to make the college competitive while providing leadership and management seminars in developing internal capacities. The strategic direction will be implemented under the aegis of the Human Resources, Academic Heads, and the Administration to achieve retention of faculty and increased professional trainings-which are critical considerations for academic excellence and institutional continuity.

Another priority is Research and Innovation Enhancement. Tanchuling College hopes to see a vibrant research culture in its campus and therefore will assist faculty members through research grants and opportunities to pursue scholarly output. The establishment of linkages, both national and international, is to be actively pursued through collaborative research projects and exchange programs. These efforts undertaken by the Office of Academic Affairs and the Research Office will, in time, contribute to more research outputs and sustained external academic partnerships that enhance the prestige and advancement of the institution.

The third priority will turn the tide on increasing enrollment and retention figures. The college increases scholarship programs and strengthens student support services, for instance through job placement and career counseling with on-campus job fairs. The aim of improving campus life and academic advising is to better student satisfaction and outcomes. This initiative should be implemented through the Admissions Office, Student Affairs, Career Center, and Program Chairs, with indications of success being based on enrollment and retention rates as well as improved graduate employment statistics.

Furthermore, the fourth priority is External Linkages and Alumni Engagement, which aims to open up more nets of partners for the college and enhance resource mobilization. Tanchuling College aims to rejuvenate its alumni relations with constant engagements and community activities. It will also tap grants from different government agencies, NGOs, and private sector organizations. This strategic area is managed by the Advancement Office, Finance Office, and administrative leaders and will be assessed by the funds raised through donations and grants and the profitability of institutional income-generating projects.

As part of commitment towards Financial Sustainability and Strengthened Institutional Governance, the plan includes broadening the income stream through short-term and certificate programs for working professionals and adult learners. Development of complete planning and monitoring systems will also be instituted to account for effective realization of annual operational and strategic goals. The Finance Office, Administration, and the President's Office will take charge of such activity, evaluated through income-generated project profitability and timely completion of annual plans.

Moreover, the sixth strategic priority focuses on infrastructure and ICT upgrade and is intended to facilitate a learning environment and digital transformation. The construction of new academic buildings and laboratories, upgrading of the library and other facilities, and the implementation of a robust Learning Management System (LMS) to support flexible learning modalities will be planned thoroughly. These services will be designed and supervised by the administration, MIS, and Registrar, based on project completion milestones and user satisfaction from both student and faculty.

Lastly, the academic program expansion and quality improvement is another focal area. Although not reflected in the SWOT analysis, the researcher has observed that only three college programs and a Basic Education program are existing in the institution. Thus, this calls for the need to expand its academic offerings. Tanchuling College recognizes the need to respond to rapidly changing student interests and labor

market demands by offering new coverage- business, tourism, education, and health sciences. Actively, curriculum modernization continues to be pursued with arrangements for elective and minor offerings, while incidences of ensuring relevance, rigor, and responsiveness will be undertaken by the Program Chairs and faculty. Validation for this initiative will be through increased enrollment among students taking new offerings and favorable results from accreditations.

As one, these strategic priorities form a comprehensive and visionary itinerary on the way towards Tanchuling College's transformation. The guiding principle is the data-analytic and collaboratively planned institution, hence the design for a 5-Year Strategic Development Plan specifically for building a resilient, future-ready academic institution to meet the needs of its students, faculty, and community-while continuously striving toward excellence, innovation, and sustainability.

Conclusion

In response to the objectives of this study, the following conclusions were derived:

1. The historical development of Tanchuling College, Inc. (TCI) over its 49 years has shown considerable growth, especially in its expansion of academic programs, infrastructure, and personnel. Despite challenges such as fluctuating enrollments and evolving educational demands, the institution has managed to adapt and remain relevant in the local educational landscape. The achievements and challenges encountered have played a significant role in shaping the current operational structure of TCI.
2. The SWOT analysis revealed that Tanchuling College, Inc. has several key strengths, including its academic excellence, infrastructure, and strong reputation. However, it faces significant weaknesses such as academic and program challenges, infrastructure gaps, and financial constraints. The college has opportunities for growth in areas like education and technology, research, and industry engagement. At the same time, it faces external threats, such as economic instability, competitive pressures, and regulatory risks, that need to be addressed in the strategic development plan.
3. Based on the insights gathered from TCI's historical analysis and SWOT assessment, a five-year strategic development plan is necessary to guide the institution's growth. The plan should address critical areas such as infrastructure modernization, program diversification, faculty development, and enhancing enrollment strategies. The development of a well-structured, long-term strategic plan will help TCI overcome its current challenges and take advantage of emerging opportunities for sustainable growth.

Recommendations

1. TCI should continue to leverage its historical growth by building upon the achievements in academic programs, infrastructure, and personnel. Expanding successful programs, updating outdated infrastructure, and continuously developing faculty and staff should remain key priorities. Moreover, addressing challenges related to fluctuating enrollments by diversifying its student recruitment strategies and enhancing its program offerings based on market demand will help maintain its relevance in the local educational landscape.
2. TCI should address its weaknesses, such as infrastructure gaps and financial constraints, by seeking partnerships, exploring funding opportunities, and developing a long-term infrastructure improvement plan. The institution should also focus on enhancing its academic and program offerings by diversifying its curriculum to meet

evolving educational demands. Additionally, TCI should harness its strengths in reputation and branding, while exploring emerging opportunities in technology, research, and partnerships, to maintain its competitive edge in the education sector.

3. TCI should develop a strategic development plan that includes clear goals for infrastructure modernization, faculty development, and program diversification. The plan should address the evolving needs of the student population and anticipate future trends in education, such as digital learning and hybrid models. Moreover, improving student services and enhancing enrollment strategies should be part of the plan to ensure long-term sustainability and competitiveness. The college should monitor and evaluate the progress of the plan regularly to adjust strategies as needed based on changing internal and external conditions.

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