

# Development Of a Standardized Tool in The Assessment of The Project Performance Domains in The Context of Higher Educational Institutions (HEIS): A Case of Don Honorio Ventura State University, Bacolor, Pampanga

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**Abstract**— Universities have an impact on national advancement through their commitment to enhanced innovation, information movement, enhancing national solidarity, supporting change, and increasing productivity. This study focuses on the development of a standardized tool for evaluating project performance domains within Higher Educational Institutions (HEIs). The research is set in the context of Don Honorio Ventura State University (DHVSU) in Bacolor, Pampanga, Philippines. This study aims to create a multi-criteria assessment tool to determine the performance of higher educational institutions (HEIs) in terms of project performance domains (PPDs). The study draws upon action research principles to design the assessment framework. This framework will encompass various project performance domains, allowing for a comprehensive evaluation of DHVSU's project management practices. This research paper intends to produce a standardized tool that will aid in the systematic assessment of project performance at DHVSU. The implication is that such a tool can be used to enhance the university's project management processes and ensure project success.

**Index Terms**—Assessment Tool, Higher Educational Institutions (HEIs), Project Performance, and State University.

## 1. Introduction

Universities have an impact on national advancement

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through their commitment to enhanced innovation, information movement, enhancing national solidarity, supporting change, and increasing productivity. The working environment has transformed significantly in the twenty-first century, and this requires educational institutions to continually reevaluate and reinvent how they impart knowledge and create competent, self-assured, and dedicated human resources that can meet the demands of every level of the organization. Many competencies need to be developed in students to prepare them for accepting the challenges of the world of work, becoming lifelong learners, and being satisfied global citizens. Similarly, industries are implementing industry 4.0 technologies, and service organizations are putting endless efforts to delight the customers and beneficiaries. These significant changes in the external world have created ample opportunities as well as challenges for HEIs to reengineer, reenergize, and revamp their governance and management, education programs and research studies, and services to the students and significant external stakeholders [1].

Performance management and measurement enable to improve organization competitiveness or adapt entity to changes. They support the translation of business strategy into operational activities [2]. One of the most valuable performance definitions points out that it is “the process of quantifying the action (...), leads to performance (...) defined as efficiency and effectiveness of action” [3]. Efficiency is best defined as the optimization of the relationship between the inputs used to produce the outputs and the outputs themselves. The degree to

which an action's realized outcomes align with our goals (plans, expectations, requirements, etc.) is its effectiveness. Amaratunga and Baldry highlight that “performance management provides organizations with the opportunity to refine and improve their development activities” [4]. Following the presented approach, performance measurement can be defined as the process (or processes) of setting goals, developing a set of performance measures, monitoring, collecting, analyzing and interpreting data, status reporting, reviewing and acting to enhance performance. It requires from employee more hard skills than the soft ones [5], from organization – more technical solutions such as frameworks, means, or supporting methods, rather than employee empowering or intuitiveness.

Higher Education Institutions (HEIs) leaders should be aware of both tangible and intangible aspects of the services they provide. As a result, they have room to assess their performance on a regular basis with regard to their engagement, education, research, and resources. Assessment is an indicator of learning and started an endless process of improvement. In the context of higher education, assessment and feedback are regarded as critical areas of concentration since they have an impact on a wide range of stakeholders, including students, teachers, administrators, and others. It has always been clear how important assessments are in the educational process. Hence, this study aims to create a multi-criteria assessment tool to determine the performance of HEIs in terms of Project Performance Domains (PPDs) and to evaluate the PPDs of one of the HEIs in Pampanga which is the Don Honorio Ventura State University in Bacolor, Pampanga. This research will propose recommendations towards the improvement of the project management of DHVSU, as basis for policy improvement in the institution.

## 2. Literature Review

The most noticeable shift that has occurred recently is the emphasis on higher education institutions to demonstrate their value, goals, and strategies for reaching these objectives. They are additionally asked to meet their social obligations and provide information on how their resources and priorities are allocated. These days, facts and evidence supporting the necessity and efficacy of these institutions are sought for by all parties, including prospective students and the broader public [6].

Numerous state and private sectors in Europe and the United States are currently implementing management changes and business strategies in response to these new demands. On the flip side, several higher educational institutions have outright declined to adopt these modern tactics and procedures. Nonetheless, a large number of global leaders in education are raising awareness that there are more important things than merely maintaining the status quo (Arbo P, 2008). The administrations of these institutions are now required to see to it that these modifications are implemented, and some even go

so far as to offer a hands-on approach to professors, staff, students, and other pertinent parties. In a nutshell, higher education systems are under constant pressure to manage and improve the effectiveness and efficiency of their staff—possibly the most important resource in the entire system—as well as deal with a rather confusing, dynamic, and changing environment (C, 2008). [6]

According to surveys, performance management is a very potent instrument that has an inherent connection to all other significant management systems. It assists line managers in delegating tasks and managing staff members in the most efficient way possible to maximize their potential. Employee commitment, motivation, and happiness are the outcomes of good project management, and these factors eventually improve outcomes right away (Azmaa, 2010). The introduction of performance management (PM) to higher education institutions (HEIs) is crucial because it facilitates the tracking of individual employees' performance for the purpose of rewarding and recognizing them, as well as providing opportunities for growth through feedback and performance evaluation (Adelien Decramer S. G., 2013). [6]

However, for PM to function correctly in HEIs, it must be modified. A distinct perspective on PM practice at higher education institutions is offered by several research. Furthermore, Ramunė Kasperavičiūtė-Černiauskienė (2016) notes that there is a gap between the rhetoric surrounding PM and the actual situation at universities, particularly when it comes to the research needed to determine the important results for PM in higher education.

In addition, their findings concur with those of previous studies conducted in the same subject. On the other hand, an opposing viewpoint asserts that higher education institutions cannot use standard business processes PM. For a suitable system that permits modification and advancement, the current PM techniques must be brought into compliance with the demands of higher education institutions (Toke Bjerregaard, 2014). [6]

Over the years, several studies have examined approaches to improve management practices (Fortune and White, 2006; Lewis, 2000; Sullivan and Beach, 2009; Yu et al., 2005). Among these strategies is cross-project learning, or learning based on productivity, which has been found to be essential for any company looking to keep improving its project management techniques Lewis (2000). Finding exceptional projects that may act as role models is the first stage in the cross-project learning process. To identify these best practice initiatives, at the very least, productivity-based performance measurement must be possible. By measuring project performance, incentives that are likely to result in improved performance may be created [7].

According to Harrison and Lock (2004), the main difficulty of project management is to accomplish all project goals and objectives within the restrictions of the project. Previous research (Dumaine, 1989; Morris and Hough, 1987; Shenhar

and Dvir, 2007; Turner, 2009) has recorded several metrics that characterize project outcomes and input elements that influence outputs. Project success elements, according to Belassi and Tukel (1996), are rather multidimensional and include factors related to project (e.g., size, urgency); factors related to the project managers and team members (e.g., competence, leadership); and factors related to the external environment (e.g., customer, market). The most often mentioned project output variables include cost, schedule, technical performance outputs, and customer satisfaction, despite the fact that there is no consensus definition of what constitutes a project output metric. (Kerzner, 2004; Pinto and Slevin, 1988).

Although the importance of performance measurement has long been recognized by practitioners and academics from a variety of functional disciplines (Neely et al., 2005), and even though many organizations have redesigned their systems to ensure that they take into account their current environment and strategies, it seems that relatively few organizations have formal procedures in place to guarantee that their strategy and surroundings are still reflected in their performance measuring systems [7].

In order to improve the evaluation of project performance domain in the context of HEIs, this study developed a standardized tool that will enable managers to evaluate projects properly and determine where improvements can be made.

### 3. Research Methodology

This study developed and validated a multi-criteria assessment tool to evaluate project management performance in Higher Educational Institutions (HEIs). The tool focused on various work procedures implemented within the institution.

The assessment tool was built upon the Project Performance Domains (PPDs) framework, considering its application within HEIs. It comprised eight key areas categorized into different performance aspects, such as stakeholder engagement, team performance, and project work and delivery. For each area, corresponding evidence was collected from various university units to support the evaluator's ratings. This ensured accurate and objective assessment.

To establish the tool's reliability, a validation process was conducted. First, engineering managers outside the target institution reviewed the tool for comprehensiveness and relevance. Second, ten external engineering managers with relevant expertise evaluated the tool to indicate excellent internal consistency and reliability.

Finally, the tool was used to assess the project management performance of Don Honorio Ventura State University (DHVSU). A minimum of 10 engineering managers with project management experience within DHVSU participated. Statistical analysis using One-Way ANOVA showed no significant differences among evaluator responses, suggesting consistent interpretation and application of the tool. Therefore, the obtained scores were considered representative of DHVSU's overall project management performance.

## 4. Result And Discussion

Using the various aspects of the Project Performance Domains (PPDs) in the context of organizations, the multi-criteria assessment tool for the project management performance of Higher Educational Institutions was developed. The projects being focused on are the various work procedures that the institution executes. Presented below is the outline of the initial assessment tool.

Table.1.  
The Outline of the Determining Factors for the Assessment Tool

Project Performance Domain (PPD)	Determining Factor
Stakeholder Engagement	A-1. Identification and Analysis of Stakeholders: Assess the thoroughness and accuracy with which stakeholders are identified, including their interests, influence, and impact on the project.
	A-2. Communication Effectiveness: Evaluate the clarity, frequency, and appropriateness of communication with stakeholders, ensuring their needs and feedback are effectively addressed.
	A-3. Stakeholder Satisfaction and Involvement: Measure the degree to which stakeholders are satisfied with the project outcomes and their level of active participation and engagement throughout the project lifecycle.
Team Performance	B-1. Team Collaboration and Cohesion: Assess the extent to which team members work together harmoniously and support one another to achieve project objectives.
	B-2. Skill and Competency Management: Evaluate how well the project leverages the skills and competencies of team members, including training and development initiatives.
	B-3. Team Morale and Motivation: Measure the overall morale, motivation, and job satisfaction of the project team, and how these factors contribute to project success.
Development Approach and Lifecycle	C-1. Appropriateness of the Chosen Development Methodology: Assess whether the selected development methodology (e.g., Agile, Waterfall) is suitable for the project's objectives, complexity, and environment.
	C-2. Adherence to Project Lifecycle Stages: Evaluate the consistency and accuracy with which the project follows defined lifecycle stages, ensuring proper phase transitions and milestone achievements.
	C-3. Adaptability to Project Needs: Measure the project's ability to adapt its development approach in response to

	changing requirements, constraints, or opportunities.
Planning and Scheduling	D-1. Accuracy and Completeness of the Project Plan: Assess the extent to which the project plan comprehensively covers all aspects of the project, including scope, schedule, budget, and quality requirements.
	D-2. Schedule Adherence and Milestone Achievement: Evaluate how well the project adheres to its schedule, including the timely achievement of critical milestones and deadlines.
	D-3. Resource Allocation and Management: Measure the effectiveness of resource planning, allocation, and utilization throughout the project, ensuring optimal use of available resources.
Project Work and Delivery	E-1. Quality of Deliverables: Assess the quality of project deliverables against predefined standards and stakeholder expectations, ensuring they meet the required specifications and acceptance criteria.
	E-2. Timeliness of Project Completion: Evaluate the project's ability to deliver outcomes within the agreed-upon timeframes, including adherence to deadlines and schedules.
	E-3. Efficiency in Task Execution: Measure the efficiency with which project tasks are executed, including the minimization of waste, rework, and unnecessary delays.
Measurement and Performance	F-1. Key Performance Indicators (KPIs) Alignment with Project Goals: Assess the relevance and alignment of KPIs with the overall project objectives, ensuring they effectively measure project success.
	F-2. Continuous Monitoring and Evaluation: Evaluate the rigor and consistency of ongoing project monitoring and evaluation processes, ensuring timely identification and resolution of issues.
	F-3. Performance Reporting and Documentation: Measure the quality and comprehensiveness of project performance reports and documentation, ensuring they provide clear, accurate, and actionable information.
Uncertainty and Risk Management	G-1. Risk Identification and Assessment: Assess the thoroughness and accuracy of the risk identification process, including the evaluation of potential impacts and likelihoods.
	G-2. Risk Mitigation Strategies: Evaluate the effectiveness of strategies and actions implemented to mitigate identified risks, minimizing their impact on project outcomes.

	G-3. Responsiveness to Unforeseen Challenges: Measure the project's ability to respond swiftly and effectively to unforeseen challenges and issues that arise during the project lifecycle.
Change and Adaptability	H-1. Change Management Processes: Assess the robustness and effectiveness of processes for managing changes to project scope, schedule, and resources, ensuring controlled and systematic implementation.
	H-2. Flexibility in Handling Project Changes: Evaluate the project's flexibility and agility in accommodating changes, ensuring minimal disruption to project progress and objectives.
	H-3. Stakeholder Communication Regarding Changes: Measure the effectiveness of communication with stakeholders regarding project changes, ensuring transparency and alignment with their expectations.

The assessment tool is structured as follows:

Table.2.  
The Multi-Criteria Assessment Tool Matrix

Project Performance Domain	Determining Factor	Evidence Collected	Site for Collection of Evidence	Rating	Remarks

For each determining factor, corresponding evidence, which served as the basis for the rating of the evaluator—the user of the assessment tool, were collected from the various units within the university to ensure accurate rating. The third and fourth column of the instrument indicates the exact evidence and the source for the evidence, respectively.

Table.3.  
List of Evidences and Corresponding Sources

Project Performance Domain (PPD)	Determining Factor	Evidence Collected	Site for Collection of Evidence
Stakeholder Engagement	A-1.		
	A-2.		
	A-3.		
Team Performance	B-1.		
	B-2.		
	B-3.		
Development Approach and Lifecycle	C-1.		
	C-2.		
	C-3.		
Planning and Scheduling	D-1.		
	D-2.		

	D-3.		
Project Work and Delivery	E-1.		
	E-2.		
	E-3.		
Measurement and Performance	F-1.		
	F-2.		
	F-3.		
Uncertainty and Risk Management	G-1.		
	G-2.		
	G-3.		
Change and Adaptability	H-1.		
	H-2.		
	H-3.		

From there, the evaluator provided his or her perceived rating in relation to the evidence provided. The scoring is in the form of a Five-Point Likert Scale, with 1 being the lowest, 3 being the bare minimum, and 5 being the maximum rating that can be provided. The table below shows the description corresponding to each rating in the scale.

Table.4.  
Descriptive ratings for the Likert Scale Scores

Rating	Descriptive Rating
5	The evidence collected indicates that the action taken by the university indicates an excellent performance.
4	The evidence collected indicates that the action taken by the university indicates a satisfactory performance.
3	The evidence collected indicates that the action taken by the university indicates a good performance.
2	The evidence collected indicates that the action taken by the university indicates a poor performance.
1	No evidence was provided.

This assessment tool was subjected for validation from various engineering managers outside of the Don Honorio Ventura State University (DHVSU) community. Upon the collection of evidences, the assessment tool was subjected for the use of 10 evaluators for the reliability assessment. The respondents selected for this research exclusively consist of engineer managers who possess relevant expertise in the field and reside outside the study area. This approach was aimed to mitigate any potential bias in the data. By focusing solely on engineers outside the study area, the research aimed to capture diverse perspectives and lived experiences, thus maintaining the integrity of the study's outcomes.

Then, data from these evaluators were subjected to reliability test through Cronbach's Alpha. The results of the reliability test are shown below.

Table.5.  
Reliability Statistics

Cronbach's Alpha	N of Items
.922	24

Since the Cronbach's Alpha obtained a score of 0.922, which is greater than the threshold value of 0.7—signifying good internal consistency, means that the developed assessment tool is reliable. In addition, it falls within the range of 0.9 to 1.0, which means that it actually has an excellent internal consistency and reliability.

After establishing the internal consistency and reliability of the developed multi-criteria assessment tool, the project management performance of Don Honorio Ventura State University (DHVSU) was assessed by engineering managers within the university—which served as the pool of respondents. At the minimum, 10 engineer managers within the university which has experience on project management were the users of the assessment tool. Their responses are summarized as follows:

Table.6.  
Summary of Scores for the Project Management Performance of DHVSU

Project Performance Domain (PPD)	Determining Factor	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
Stakeholder Engagement	A-1.	4	3	4	4	3	4	4	5	4	4
	A-2.	4	4	4	3	4	4	4	5	4	3
	A-3.	3	3	3	3	3	3	3	4	3	3
Team Performance	B-1.	4	3	4	4	4	3	4	4	3	4
	B-2.	4	3	4	4	4	3	4	4	3	4
	B-3.	5	4	5	5	4	5	5	5	5	5
Development Approach and Lifecycle	C-1.	3	3	3	3	3	3	3	4	3	3
	C-2.	3	2	3	2	2	3	3	3	3	3
	C-3.	3	2	2	2	2	2	3	3	3	2
Planning and Scheduling	D-1.	4	3	4	3	3	4	4	4	4	3
	D-2.	5	4	5	5	4	4	4	5	5	5
	D-3.	3	2	3	3	3	3	3	3	3	3
Project Work and Delivery	E-1.	5	4	5	5	4	5	5	5	5	5
	E-2.	4	4	4	4	4	4	4	4	4	4
	E-3.	4	3	4	4	3	4	4	5	4	4
Measurement and Performance	F-1.	4	3	4	4	3	4	4	5	4	4
	F-2.	4	3	3	3	3	3	3	4	3	3
	F-3.	4	3	3	4	3	3	4	4	3	3
Uncertainty and Risk Management	G-1.	3	2	3	3	3	3	3	3	3	3
	G-2.	2	2	2	2	2	2	2	2	2	2
	G-3.	2	2	2	2	2	2	2	2	2	2
Change and Adaptability	H-1.	3	2	3	3	3	3	3	3	3	3
	H-2.	2	2	2	2	2	2	2	2	2	2
	H-3.	2	2	2	2	2	2	2	2	2	2

After summarizing the scores from the respondents or evaluators, the One-Way ANOVA was used to determine whether there is a significant difference among the responses of the evaluators. Their sets of responses served as the groups to be compared; thus, there are 10 groups to be compared with 24 members within each group. The results of the One-Way ANOVA are as follows:

Table.7.  
Comparison of Means using One-Way ANOVA.

Ratings	Sum of Squares	df	Mean Square	F	Sig.	F <sub>crit</sub>
Between Groups	13.183	9	1.465	1.737	.082	1.921
Within Groups	194.000	230	.843			
Total	207.183	239				

There was no statistically significant difference between groups of responses from the engineer manager evaluators by one-way ANOVA ( $F(9,230) = 1.737, p = .082$ ). Since the obtained F-statistic is less than the F-critical, then it could be said that there is no significant difference in the way the respondents interpreted and utilized the assessment tool. Thus, the obtained scores a representation of the general project management performance of Don Honorio Ventura State University (DHVSU).

*A. Assessment of the Project Management Performance of the Don Honorio Ventura State University through the Project Performance Domains*

With that, the proposed assessment tool has successfully evaluated the project management performance of DHVSU. The average rating per determining factor was obtained from the scores given by the respondents, then a corresponding descriptive rating was obtained from the table below.

Table.8.

Descriptive ratings for the Likert Scale Scores

Range of Rating	Descriptive Rating
5.00	Excellent Performance
4.00 – 4.99	Satisfactory Performance
3.00 – 3.99	Good Performance
2.00 – 2.99	Poor Performance
1.00 – 1.99	No Effort Exerted

The following data summarizes the actual project management performance of DHVSU in various Project Performance Domains (PPDs).

Table.9.

Assessment of the Project Management Performance of DHVSU

Project Performance Domain (PPD)	Determining Factor	Average Rating per D.F.	Descriptive Rating
Stakeholder Engagement	A-1.	3.90	Good Performance
	A-2.	3.90	Good Performance

	A-3.	3.10	Good Performance
Team Performance	B-1.	3.70	Good Performance
	B-2.	3.70	Good Performance
	B-3.	4.80	Satisfactor y Performance
Development Approach and Lifecycle	C-1.	3.10	Good Performance
	C-2.	2.70	Poor Performance
	C-3.	2.40	Poor Performance
Planning and Scheduling	D-1.	3.60	Good Performance
	D-2.	4.60	Satisfactor y Performance
	D-3.	2.90	Poor Performance
Project Work and Delivery	E-1.	4.80	Satisfactor y Performance
	E-2.	4.00	Satisfactor y Performance
	E-3.	3.90	Good Performance
Measurement and Performance	F-1.	3.90	Good Performance
	F-2.	3.20	Good Performance
	F-3.	3.40	Good Performance
Uncertainty and Risk Management	G-1.	2.90	Poor Performance
	G-2.	2.00	Poor Performance
	G-3.	2.00	Poor Performance
Change and Adaptability	H-1.	2.90	Poor Performance
	H-2.	2.00	Poor Performance
	H-3.	2.00	Poor Performance

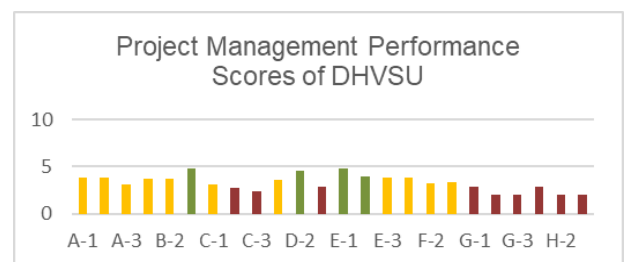


Fig.1. Assessment of the Project Management Performance of DHVSU

Based on the responses of the evaluators, the determining factors obtained average scores from 2.00 to 4.80, from poor

performance to satisfactory performance. Four (4) items obtained a descriptive rating of satisfactory performance, eleven (11) items obtained a descriptive rating of good performance, while nine (9) items obtained a descriptive rating of poor performance.

It could be said that there 16.67% of the items where the institution of DHVSU actually has a satisfactory performance; thus, only minimal improvements are required on these items. ON 45.83% of the items, DHVSU has a good performance, which means that more improvements are needed but not to the extent that demands significant change from the current practices of DHVSU. On the other hand, 37.50% of the items signifies that DHVSU has a poor performance, which means that there is a need to change the current practices of DHVSU to make very significant improvements.

Table.10.

Overall Assessment of the Project Management Performance of DHVSU

Project Performance Domain (PPD)	Determining Factor	Average Rating per D.F.	Descriptive Rating
Stakeholder Engagement	A-1.	3.63	Good Performance
	A-2.		
	A-3.		
Team Performance	B-1.	4.07	Satisfactory Performance
	B-2.		
	B-3.		
Development Approach and Lifecycle	C-1.	2.73	Poor Performance
	C-2.		
	C-3.		
Planning and Scheduling	D-1.	3.70	Good Performance
	D-2.		
	D-3.		
Project Work and Delivery	E-1.	4.23	Satisfactory Performance
	E-2.		
	E-3.		
Measurement and Performance	F-1.	3.50	Good Performance
	F-2.		
	F-3.		
Uncertainty and Risk Management	G-1.	2.30	Poor Performance
	G-2.		
	G-3.		
Change and Adaptability	H-1.	2.30	Poor Performance
	H-2.		
	H-3.		

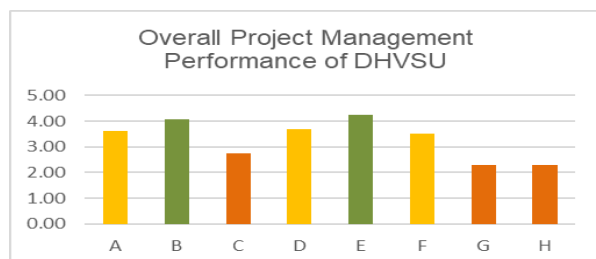


Fig.2. Overall Assessment of the Project Management Performance of DHVSU

Among the Project Performance Domains, Team Performance (B) and Project Work and Delivery (E) obtained a descriptive rating of “Satisfactory Performance” with the latter having the highest score of 4.23. This means that the university excels in delivering the said work, in executing the actual work procedure, as well as in working this as a team.

On the other hand, three of the Project Performance Domains received a score of Poor Performance, which are: (1) Development Approach and Lifecycle, (2) Uncertainty and Risk Management, and (3) Change and Adaptability. In terms of the life cycle of the project, DHVSU seems to have less control in making it be within its constraints. Also, risk associated with the project being done is not properly considered in most projects. In addition, the work processes utilized in the said institution seems to be poor in adaptability.

Overall, the institution received an overall rating of 3.31, which is essentially a good performance.

### B. Proposed Recommendations for the Improvement of the Project Management Performance of DHVSU

For determining factors that received a descriptive rating of poor performance, some actions are listed that are required to be implemented to improve the corresponding score. For determining factors that received a descriptive rating of good performance, some proposals are listed that are recommended to be implemented to maximize the possible score.

Table.11.

List of Required Actions

Items	Required Actions
C-2	Every project that is being carried out must be assessed based on how accurately and consistently it adheres to the phases of the established lifecycle, guaranteeing appropriate phase transitions and milestone accomplishments.
C-3	It is necessary to gauge the project's capacity to modify its development strategy in response to evolving needs, opportunities, or limitations.
G-1	A comprehensive examination of the risk identification process is required, together with an assessment of the likelihoods and potential repercussions.
G-2	Evaluating the efficacy of tactics and measures put in place to reduce recognized risks and their influence on project results is a need.
G-3	Measuring the project's capacity to react quickly and effectively to unanticipated problems and obstacles that crop up during the project lifetime is necessary.
H-1	In order to ensure controlled and methodical implementation, it is necessary to evaluate the strength and efficacy of processes for managing changes to the project's scope, schedule, and resources.
H-2	It is necessary to assess the project's adaptability and agility in order to ensure that changes don't significantly impede its goals and development.
H-3	Evaluating how well stakeholders are informed

	about changes to the project is necessary to make sure that there is openness and that expectations are met.
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Table.12.  
List of Recommended Actions

Items	Required Actions
A-1	It is advised to evaluate the accuracy and comprehensiveness of the identification of stakeholders, taking into account their influence, effect, and areas of interest with regard to the project.
A-2	Assessing the adequacy, regularity, and clarity of stakeholder communication is advised to make sure their input and requirements are properly taken into consideration.
A-3	Measuring stakeholders' satisfaction with project outcomes as well as their level of involvement and active participation is advised throughout the project lifetime.
B-1	It is advised to evaluate the degree to which team members collaborate amicably and assist one another in achieving project goals.
B-2	It is advised to assess the extent to which the project makes use of team members' talents and abilities, including efforts for training and development.
C-1	It is advised to determine whether the chosen development methodology—such as Agile or Waterfall—is appropriate for the goals, complexity, and setting of the project.
D-1	It is advised to evaluate how well the project plan addresses every facet of the undertaking, such as the scope, timetable, budget, and quality standards.
E-3	Measuring the effectiveness with which project activities are carried out is advised, including minimizing waste, rework, and needless delays.
F-1	In order to ensure that KPIs accurately reflect project performance, it is advised to evaluate their applicability and degree of alignment with the overall project objectives.
F-2	Assessing the thoroughness and coherence of current project monitoring and assessment procedures is advised in order to guarantee prompt issue detection and resolution.
F-3	It is advised to assess the level of detail and comprehensiveness of project performance reports and supporting materials to make sure the data is accurate, comprehensible, and useful.

## 5. Research Methodology

In conclusion, the evaluation of DHVSU's project performance paints a picture of an institution with strong team dynamics and a solid grasp of project execution. However, to achieve true project management excellence, there's a clear need to address underlying weaknesses. Areas like development approach and lifecycle, uncertainty and risk management, and change and adaptability require significant improvement.

One crucial step forward would be implementing a structured project lifecycle. This ensures projects adhere to established phases, with clear transitions between stages and well-defined milestones to mark progress. Furthermore, a comprehensive risk management strategy is essential. This involves a thorough identification of potential risks, a clear assessment of their likelihood and impact, and the implementation of effective mitigation strategies to minimize their effects. Developing adaptability is also key. This means creating processes that allow the development approach to adjust based on evolving needs, opportunities, or limitations. The ability to react quickly and effectively to unforeseen challenges will be crucial for project success.

Beyond internal project management, strengthening change management practices is vital. This involves establishing clear processes for managing changes to the project's scope, schedule, and resources in a controlled and methodical way. Effective communication with stakeholders is equally important. Regular communication that is transparent and manages expectations will foster trust and ensure everyone is aligned with project goals.

By focusing on these key areas, DHVSU can leverage its existing strengths in team performance and project work delivery. This will allow the institution to achieve a more consistent and efficient approach to project execution, ultimately leading to a higher rate of project success.

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