



Comprehensive Review Guide

September 2020

Purpose of the Comprehensive Review

The comprehensive review process at ECC is intended to evaluate the progress towards achieving existing goals and outcomes of an office or program. The comprehensive review also involves looking forward to plan for the next four years—setting up new/adjusted goals and outcomes, guided by the aforementioned evaluation. Through the comprehensive review process, each office/program has an opportunity to: 1) critically evaluate the accomplishments and services offered and 2) plan four-year ahead, recommending necessary changes in order to ensure that goals and outcomes are met.

Figure 1: The Comprehensive Review Cycle

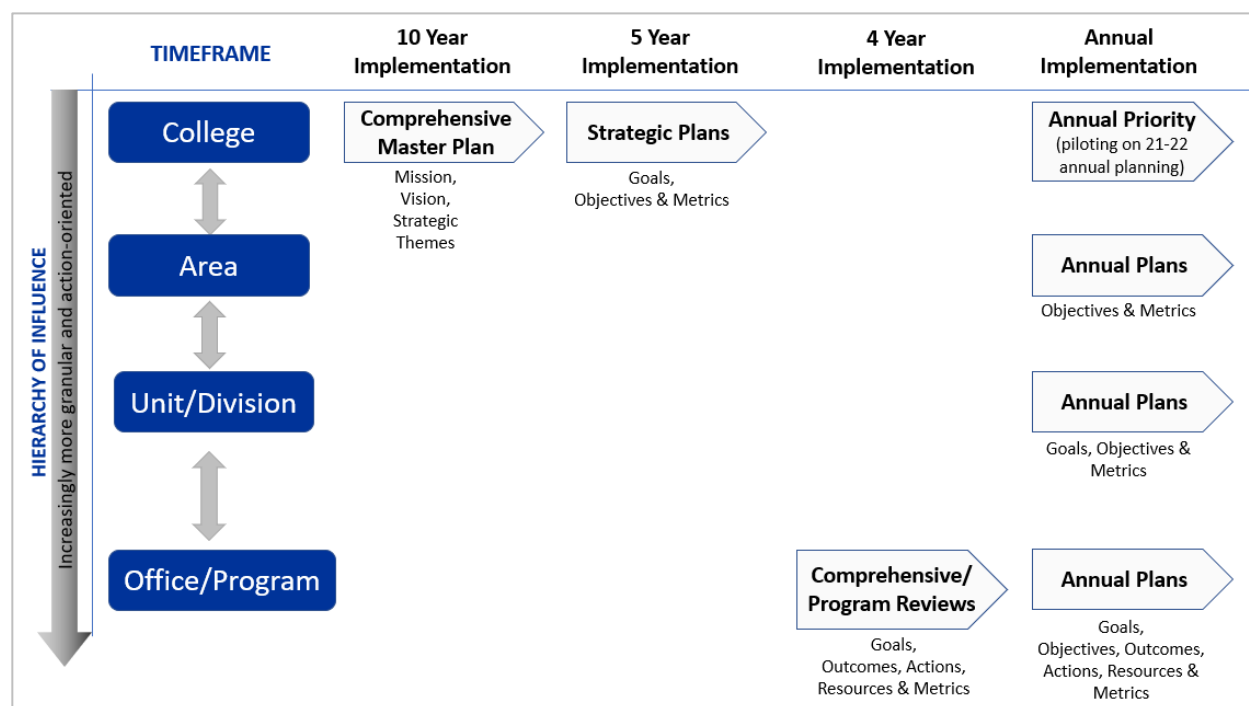


Source: Institutional Research and Planning

While the *comprehensive review processes* are conducted by the administrative areas of the College (Administrative Services, Human Resources, and the President's Office), *program review processes* are carried out with a similar purpose in the Academic Affairs and Student Services areas. Reviews for all areas of the College are conducted every 4 years, except for Career and Technical Education (CTE) programs, which are reviewed on a two-year cycle.

The comprehensive review process is a part of the broader planning cycle at ECC where the plan of each entity informs and aligns to the plans of other entities. The ECC Strategic Plan and institutional goals inform the annual plans for the areas; the annual plan of each area informs the annual plans of units/divisions underneath them; the annual unit/division plans inform the annual plans at the programmatic level. Conversely, the annual plans of offices/programs at the programmatic level align and contribute to the annual plans at the next level up, and so on (see figure 2).

Figure 2: Alignment Between ECC Planning Processes



Source: Institutional Research and Planning

Planning Process: Setting Four-Year Goals, Administrative Outcomes, Actions, and Resources

Four-year goals define what the office/program would like to accomplish by the end of the implementation period (4 years). If clear goals do not currently exist for a given office or program, the process that is described in the next pages will help with the articulation of goals for the office/program under review. If four-year goals already exist for the office/program, please go to the [Assessment Process: Reviewing Goals and Outcomes](#) section below.

Goals are long-range, broad statements that express desired results. They reflect the key role and responsibilities of the office/program and will help set the direction of the office or program. Given the unique role and responsibilities of the office/program, how would it better serve its key constituents in the next four years? Goals provide the framework for determining specific outcomes and performance indicators or accomplishments.

Example of a goal (from IRP): *“Champion the re-engineering of the strategic and annual planning processes.”*

It is recommended that an office/program should have **no more than four goals** for the four-year period. If too many, it may be difficult to achieve all of them since the activities across the office/program may lack focus to have great impact. Throughout the review process, the office/program should review the existing institutional goals when planning for the next four years. How may the office/program contribute to these institutional goals in the next 4 years? After articulating clear goals, determine how the office/program will track the progress towards achieving its goals (see the [Planning Process: Performance Indicators/Accomplishments](#) section).

Administrative outcomes are related to the distinct role of the office/program at ECC and to the key services it provides to the institution. Administrative outcomes are statements that express what stakeholders (students, faculty, staff, and possibly external stakeholders) served by the office/program will experience, receive, or understand if the goals of the office/program are met. For administrative offices, services mostly refer to non-instructional responsibilities that may directly or indirectly improve student success.

Examples on how to begin administrative outcomes statements include:

Faculty and Staff will receive.....

The campus will receive....

Faculty and staff will be satisfied with....

Example of an administrative outcome: *"Managers who participate in the comprehensive review training will feel adequately prepared and confident to lead the comprehensive review process within their office or program."*

If outcomes are achieved, the goals of the office/program will be achieved as well. More specifically, in the example above, if a survey of managers show that they feel they have the knowledge to lead the review process in their office/program (i.e., the outcome has been achieved), the achievement of this outcome contributes to reaching the IRP goal of championing the re-engineering of the strategic and annual planning processes. Probably, to fully achieve this goal, there are other outcomes that need to be achieved as well.

Actions are tasks to complete in order to progress toward a desired outcome (e.g., update procedures, develop training, refurbish technology, etc.).

Example of actions: *"Provide annual training to office/program managers participating in the comprehensive review process."*

In this example above, the action (e.g. provide training) will contribute to the outcome (e.g., managers feel adequately prepared to lead the review process) which in turn will support the goal (e.g., IRP champions the strategic and planning processes).

Resources are assets relative to facilities, technology, staffing needed to achieve the goal and to see a desired outcome (e.g. personnel hire, software/hardware, instructional equipment, non-instructional equipment, furniture, facilities, contracts/services/memberships/travel and conferences).

The office/program should first review its current resources. This will help identify existing resources that could be repurposed to better support the new goals and outcomes. If the current resource levels do not adequately support the new goals and outcomes, additional resources needed must be identified to achieve the goals and to see an impact on the office/program's outcomes.

Example of resource requirements: *"Additional online team collaboration tools and hiring an additional staff member to coordinate and facilitate the training, and to develop training materials."*

In the example above, in order to execute the action (e.g., provide training) and contribute positively to the outcome (e.g., managers feel adequately prepared to lead the review process), the office/program

will need to ensure that there are adequate online collaboration tools and someone available to coordinate and assist with the training.

Planning Process: Performance Indicators/Accomplishments

Performance indicators/accomplishments are measures used to track progress towards making an impact on the outcomes of an office or program. Administrative outcomes for an office or program are tracked through the level of satisfaction, knowledge or awareness of its stakeholders. In other words, to what extent would the stakeholders feel a change in the level of services received from the office/program?

While performance indicators are usually quantitative, some outcomes may be linked to the successful completion of a project (e.g. the development of a document, the installation of a software, etc.). In these cases, the performance indicator is not quantitative, but whether a particular project has been completed (accomplishment).

Example of a performance indicator: *“Percentage of office/program managers who participated in the comprehensive review training who are comfortable articulating clear goals and outcomes for their programs.”*

Example of an accomplishment: *“Office/program managers received materials and templates for the comprehensive review training.”*

When determining performance indicators/accomplishments for outcomes, ensure that the data feeding into these indicators/accomplishments is collected and tracked by someone either within ECC (e.g., internally by the office/program or by another area of ECC) or externally by an organization outside of ECC. If there is a proposal for a new indicator that involves data that is not currently being collected, ensure that a process to start data collection and tracking will be in place throughout the four-year period. This is a key step to ensure that the necessary data exists to track outcomes and assess progress towards the goals.

While targets¹ are not necessary for the performance indicators of outcomes, they can be used to describe the impact of the planned actions on the outcomes. The aim is to have as many stakeholders as possible affirming that they have satisfactorily attained the desired knowledge or experience described in the outcome. Also, assuming the role and responsibilities of an office or program do not change significantly year to year, the desired outcomes articulated in each comprehensive review should not change significantly over time for the same office or program. Thus, progress towards achieving the outcome can be seen in the data over time.

Assessment Process: Reviewing Goals and Outcomes

The assessment process seeks to determine to what extent the goals and outcomes of the office/program have been achieved.

¹ A target is the degree of change needed to ensure a goal/objective/outcome has been met. Targets may be set based on historical trends, averages or industry benchmarks.

In order to conduct the assessment, the office/program could either conduct a stakeholder survey/focus group or analyze data that has been collected to date. If a survey of stakeholders is needed, ensure that there is adequate time during the assessment phase to conduct the survey and to complete analysis of the survey results. If the latter is the case, ask the relevant data owner for access to the data, while providing adequate time for analysis during the assessment phase. Beyond citing the data in this assessment phase, it is very important to provide insightful narrative of the significance of the data observed. Has there been significant progress towards achieving the outcomes? Why or why not?

If significant progress has not been made on the outcomes, then the goal may not have been fully achieved.

If the goals have not been met, assess whether existing goals are still aligned to the strategic plan of the College and existing institutional goals. A discussion with the next-level manager (i.e., area VP for the unit, Dean/Director for the office/program) is a critical step to ensure the office/program's goals and outcomes align with the manager's mid-term vision of the area/unit/division he/she leads.

If the office/program goals and outcome are still aligned and relevant, implementation of the same goal and outcomes could be extended for the next four years. If the existing goals and outcomes are no longer relevant, how can they be revised or should the office/program establish new goals and outcomes for the next four years?

The office/program should also consider external circumstances that may hinder the pursuit of the goals and outcomes. How have changes in the circumstances (e.g., changes within ECC, in the demographics of students, with policies/regulations, etc.), affected the ability of the office/program to achieve its goals and outcomes? What new actions may be needed to support existing goals and outcomes?

Assessment Process: Envisioning Resources

Finally, given the current progress towards achieving the office/program's goals and outcomes, evaluate the need of resources for the office/program in order to ensure the goals are met and the desired outcomes are realized in the next four years. For each of the following resource types: a) facilities and equipment, b) technology/software, and c) staffing, clarify in broad terms:

1. What resources does the office/program currently have?
2. What resources does the office/program need to better support the new goals and outcomes (if these were set)?
3. Of the current resources of the office/program, what resources are not being utilized to its fullest extent or as they are intended to be used? Do the current resources directly support a key responsibility of the office/program? Could these resources be repurposed to support the new goals and outcomes of the office/program (if new ones have been set)?

While the multi-year goals and outcomes from the comprehensive review should inform the annual goals and objectives in annual planning, the multi-year, high-level review of resources from the comprehensive review should inform the annual budgeting process.

Since the comprehensive review is completed every 4 years (with the exception of the Career and Technical Education (CTE) programs), the activities involved in the comprehensive review are quite cyclical. Thus, the last step of assessment from one planning cycle becomes the first activity needed for the next comprehensive review.