

2025-26 Administrative Program Review Cycle

PROGRAM REVIEWERS' WORKSHOP
MAY 15, 2026

Agenda

- 2025-26 cycle: Departments developing program review
- Rationale behind doing program review
- Structure for ECC Administrative Program Review
- Updates to the ECC Administrative Program Review
- Process to develop program review report
- Playlab app ECC Administrative Program Review Partner: pilot phase
- Timeline program review process

2025-26 Cycle: Departments Developing Program Review

- Facilities Planning and Services
- Fiscal Services
- Information Technology Services (ITS)
- Institutional Research and Planning (IRP)
- Title IX and EEO Compliance Office

Rationale behind Developing Program Review

Why Program Review?

- Assessment & planning ahead
- Alignment with institutional priorities (CIP and 2025-28 Strategic Plan) and annual resource allocation process
- Compliance (ACCJC accreditation)

Structure for ECC Administrative Program Review

Structure for ECC Administrative Program Review

Program Reviewer & Team

- Develop program review report

Program Review Committee

- Provide feedback

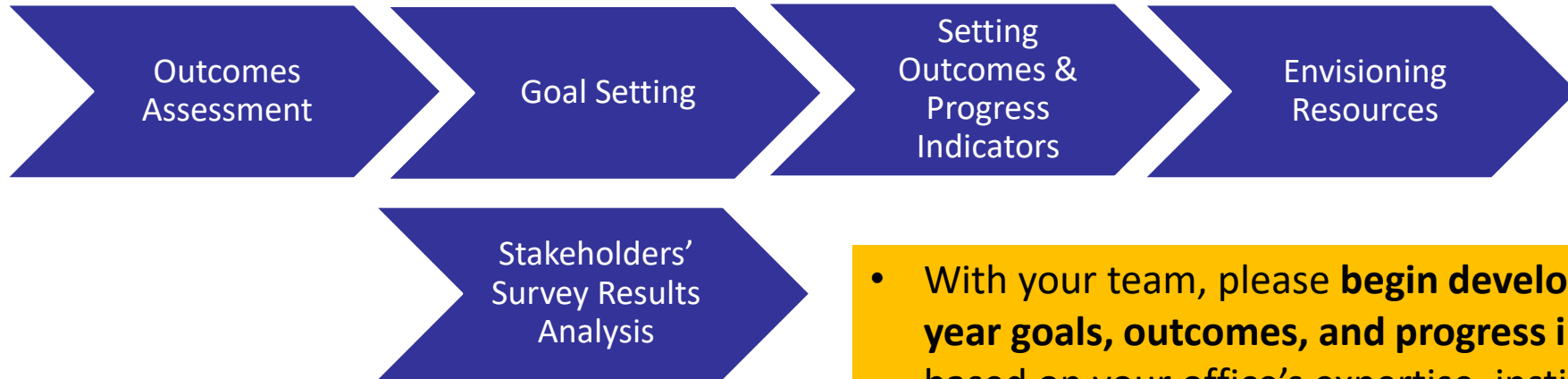
Supervisor of Program Reviewer

- Provides feedback and final approval for program review report upload

[APR webpage](#)

Process to Develop Program Review Report

Process to Develop Program Review Report



- With your team, please **begin developing four-year goals, outcomes, and progress indicators** based on your office's expertise, institutional priorities, and existing evidence rather than waiting for stakeholders' survey results.
- Survey feedback will serve as an **important input** to refine, validate, or adjust elements of the plan once available, but it should not delay the initial planning process.

Definitions Used in Administrative Program Review

GOALS

Long-range statement that expresses **desired results** related to the **key role and responsibilities** of the department (e.g., Champion the re-engineering of the strategic and annual planning process and stakeholders' training).

GOALS COUNTEREXAMPLES

Goal too broad: Improve office productivity

- Difficult to define concrete actions
- Difficult to measure progress effectively
- Doesn't provide guidance on aspects of productivity that need improvement.

Goal that looks more like an activity: Develop a policy and procedure manual

- Focuses on the process of creating a manual rather than the intended purpose of having such a manual.
- Does not convey the broader purpose that the manual intends to serve.

Goal too specific or too short-term: Obtain funding for a new research project on renewable energy technology

- Securing funding for a particular topic may not align with the broader strategy of the office for the next four years.
- Lacks flexibility to pivot to respond to evolving trends and priorities in the next four years.

Goal that equals a budget request: Hire a program coordinator

- Focuses on action of filling a position rather than the intended purpose of having a program coordinator in place.
- Does not convey the broader purpose that the hiring of a program coordinator intends to serve.

OUTCOMES

Expresses what stakeholders (faculty, staff, students, administrators and/or community partners) served by the department **will experience, receive, or understand** if the goals of the department are met.

OUTCOMES COUNTEREXAMPLES

Outcome too vague: Decrease claims for the District

- Although it suggests a reduction in claims, it doesn't clearly articulate the impact or benefits that stakeholders (students, faculty, staff, etc.) will experience as a result of this decrease in claims.

Outcome that does not clearly state the benefits stakeholders who get from interacting with your office: Website improvements tracked, improved and measured through reporting provided by third-party company

- Does not specify what stakeholders (students, faculty, staff, etc.) will experience, receive, or understand if the website improvements are tracked, improved, and measured.

Outcome that looks more like a goal: Develop campus wide compliance practices related to risk management

- Focuses on the action of developing compliance practices rather than the impact that stakeholders will experience from having these practices in place.

PROGRESS INDICATOR

Quantitative measure used to define success and track progress of outcomes

OR

Qualitative accomplishment used to demonstrate that an outcome has been met (e.g. the development of a document, the installation of a software, etc.).

TARGET

Specific level of performance to achieve for a given quantitative measure within a defined period of time.

It provides a clear, measurable aim that helps guide planning, monitor progress, and assess whether outcomes were met

Example:

Quantitative measure: average time to complete maintenance work orders;

Target: reduce average completion time from 5 days to 3 days by June 2027

RESOURCES

Assets relative to facilities, technology and staffing needs to achieve goals and outcomes in the next four years.

Administrative Program Review Sections

1

Department Description

- Key services/functions, how department supports ECC's mission, main stakeholders served
- Internal/external factors impacting department since the last program review (regulations, policies, demographics, technology, organizational changes, etc.)
- Stakeholders' survey results (strengths to continue or expand, areas needing improvement)

2

Outcomes Assessment

- Examine actions implemented during previous cycle
- Use quantitative and qualitative evidence to assess effectiveness and relevance of the actions on the outcomes

3

Goal Setting

- New or refined goals for the next four years
- Alignment with the 2025–28 Strategic Plan and Comprehensive Integrated Plan (CIP)
- Realistic for a four-year timeframe (not one-year tasks or seven-year aspirations)

4

Outcomes & Progress Indicators

- Develop outcomes: What do you want your stakeholders to experience, receive, or understand if the goals of the department are met?
- Identify concrete to clarify how you plan demonstrate achievement of the goals and outcomes at the end of 4-years
- [Map the relationship of outcomes to goals](#)

5

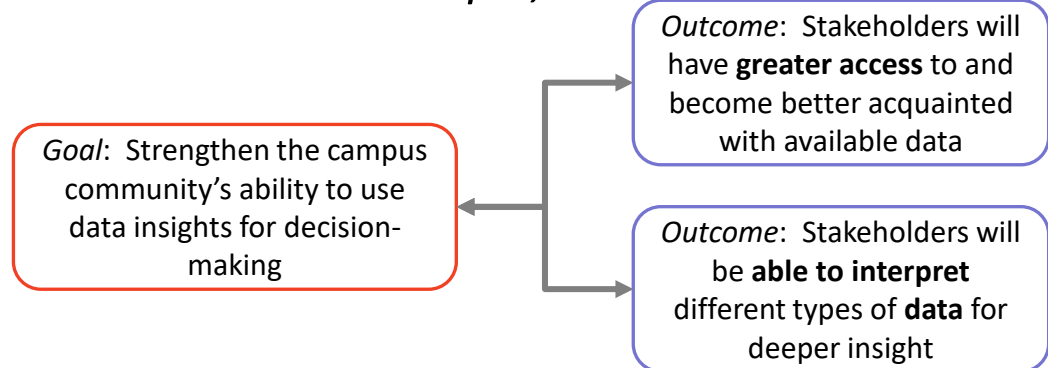
Envisioning Resources

- Reflect on the resources needed to implement the actions in Step 4
- Review existing resources to possibly reallocate resources to execute these actions
- If additional resources are needed, provide the rationale by clarifying how the additional resources will support achieving the goals & outcomes

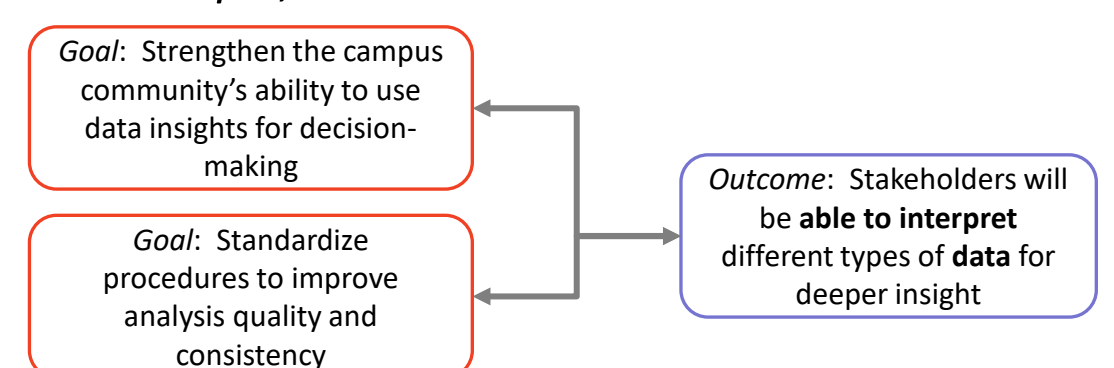
Mapping Relationships between Goals & Outcomes

- Clarifying the relationship between GOALS and OUTCOMES will help with assessing progress at the end of 4-years.
- For simplicity, at the end of 4-years, you will only assess OUTCOMES. If tangible progress was made on the OUTCOMES, we assume progress was also made on the GOALS.

One GOAL can be affected by more than one OUTCOME. For example,



One OUTCOME can contribute to multiple GOALS. For example,



Administrative Program Review Worksheet

Department Description

Assume the reader of the program review does not know about your department.

What are the key services or functions of the department? (75 – 125 words)

How does the department support the mission of the College? (75 – 125 words)

Who are the main stakeholders or beneficiaries of the department's work? (50–100 words)

Findings & Factors Affecting the Department

Information in this section provides context to the department's goals and helps to build a case for additional resources for the department.

Describe any internal or external factors that have impacted your department since the last review? Take into consideration federal and state regulations, ECC policies, changing demographics, new technologies, organizational structural changes, etc. (100-175 words)

What were the major findings from the department's stakeholder survey? Describe exemplary services that should be continued, expanded or shared with other departments. Describe aspect of the department's service needs improvement (125–200 words)

Outcomes Assessment

Review outcomes from last program review and determine status:

- Not Started – Work for the outcome has not started
- In Progress – Work for the outcome is still being performed
- Completed – Work for the outcome has been completed
- Abandoned – Work for this outcome is no longer being performed

Questions to respond, depending on the status selected:

If work on this outcome has not started or was abandoned, please explain why (40-75 words).

What evidence suggests progress has been made toward this outcome (e.g., completed work, process improvements, stakeholder feedback)? (75-125 words)

What evidence demonstrates that the outcome has been completed? (50-100 words)

Set 4-Year Goals

Goals are long-range, broad statements that express desired results. They reflect the key role and responsibilities of the office and will help set the direction of the office. One way of writing goals is to think about broad sentences starting with a verb that depicts areas that the office will work on in the next 4-years. It is recommended that an office should have *no more than four goals* for the four-year period.

Guiding question: Given the unique role and responsibilities of the office, how would it better serve key constituents in the next four years?

Goal #1 Title (5-10 words)

Goal #1 Description (75-125 words)

Goal #1 Status (in progress, completed, not started)

Goal #1 Implementation Timeline

Goal #2 Title (5-10 words)

Goal #2 Description (75-125 words)

Goal #2 Status (in progress, completed, not started)

Goal #2 Implementation Timeline

Goal #3 Title (5-10 words)

Goal #3 Description (75-125 words)

Goal #3 Status (in progress, completed, not started)

Goal #3 Implementation Timeline

Goal #4 Title (5-10 words)

Goal #4 Description (75-125 words)

Goal #4 Status (in progress, completed, not started)

Goal #4 Implementation Timeline

Set 4-Year Outcomes & Progress Indicators/Targets

Outcomes are statements that express what stakeholders (faculty, staff, students, administrators and/or community partners) served by the department will experience, receive, or understand if the goals of the department are met.

Progress indicators are:

- Quantitative measure used to define success and track progress of outcomes OR
- Qualitative accomplishment used to demonstrate that an outcome has been met (e.g. the development of a document, the installation of a software, etc.).

A **target** is a specific level of performance to achieve for a given quantitative measure within a defined period of time. It provides a clear, measurable aim that helps guide planning, monitor progress, and assess whether outcomes were met (e.g., quantitative measure: average time to complete maintenance work orders; target: reduce average completion time from 5 days to 3 days by June 2027)

Guiding questions:

- Given the unique role and responsibilities of the office, what will its stakeholders experience, receive, or understand in the next four years, if the goals of the department are met?
- Given the outcomes set for the department, what progress indicators and targets will be used during the next four years to track progress of outcomes?

Outcome #1 Title (5-10 words)

Outcome #1 Description (75-125 words)

Outcome #1 Status (new/existing)

Outcome #1 Implementation Timeline (four-year period aimed at achieving department's goals and outcomes)

Progress Indicator #1

Target #1 (if progress indicator is quantitative)

Outcome #2 Title (5-10 words)

Outcome #2 Description (75-125 words)

Outcome #2 Status (new/existing)

Outcome #2 Implementation Timeline (four-year period aimed at achieving department's goals and outcomes)

Progress Indicator #2

Target #2 (if progress indicator is quantitative)

Outcome #3 Title (5-10 words)

Outcome #3 Description (75-125 words)

Outcome #3 Status (new/existing)

Outcome #3 Implementation Timeline (four-year period aimed at achieving department's goals and outcomes)

Progress Indicator #3

Target #3 (if progress indicator is quantitative)

Outcome #4 Title (5-10 words)

Outcome #4 Description (75-125 words)

Outcome #4 Status (new/existing)

Outcome #4 Implementation Timeline (four-year period aimed at achieving department's goals and outcomes)

Progress Indicator #4

Target #4 (if progress indicator is quantitative)

Mapping Outcomes to Goals

Please map each department outcome to its corresponding goal(s). Since outcomes often impact multiple goals, feel free to map an outcome to more than one goal.

Outcome #1 is mapped to:

Outcome #2 is mapped to:

Outcome #3 is mapped to:

Outcome #4 is mapped to:

Envision Resources for Next 4-Year Period

Resources are assets relative to facilities, technology and staffing needs to achieve goals and outcomes in the next four years. (e.g. personnel hire, software/hardware, instructional equipment, non-instructional equipment, furniture, facilities).

Facilities & Equipment

What resources does the department need to complete its goals and outcomes? (75–150 words)

Technology & Software

What resources does the department need to complete its goals and outcomes? (75–150 words)

Staffing

What resources does the department currently have? (75–125 words)

What resources does the department need to complete its goals and outcomes? (75–150 words)

Playlab app ECC Administrative Program Review Partner: pilot phase



Voice read selection: David Export ↓

Welcome to Administrative Program Review Partner! Are you ready to get started?

   Read aloud

Write a message



AI can make mistakes, including bias. Check important information.

Timeline Program Review Process

Overview

- Timelines are staggered across departments to distribute workload and reduce burden on stakeholders
 - Campus stakeholders receive one survey at a time
 - The Admin Program Review Committee and VPs review one document at a time
- Timeline works around key campus activities (e.g., budget development and the academic calendar)
- Goal is to complete all Admin Program Reviews before Thanksgiving

Facilities Planning and Services

Program Review Steps	Start Date	Due Date	1-Jun	8-Jun	15-Jun	22-Jun	29-Jun	6-Jul	13-Jul	20-Jul	27-Jul	3-Aug	10-Aug	17-Aug	24-Aug	31-Aug	7-Sep	14-Sep	21-Sep	28-Sep	5-Oct	12-Oct
Survey - Faculty	1-Jun	8-Jun	■	■	■																	
Survey - Staff	15-Jun	26-Jun			■	■																
Survey - Administrators	15-Jun	26-Jun			■	■																
Analyze survey data	29-Jun	1-Jul					■	■														
Draft Program Review	15-Jun	6-Aug			Draft dept description & internal/external factors				Draft new goals/outcomes & resources													
Feedback from Admin Program Review Committee	10-Aug	21-Aug											■	■	■							
Finalize Program Review	24-Aug	18-Sep														■	■	■				
VP reviews/approves Program Review	21-Sep	16-Oct																	■	■	■	■

Fiscal Services

Program Review Steps	Start Date	Due Date	20-Jul	27-Jul	3-Aug	10-Aug	17-Aug	24-Aug	31-Aug	7-Sep	14-Sep	21-Sep	28-Sep	5-Oct	12-Oct	19-Oct	26-Oct	2-Nov	9-Nov	16-Nov	23-Nov
Survey - Administrators & Administrative Assistants	20-Jul	7-Aug		█	█																
Survey - Staff	27-Jul	7-Aug		█	█																
Analyze survey data	10-Aug	21-Aug				█	█														
Draft Program Review	20-Jul	24-Sep	Draft dept description & internal/external factors				Draft new goals/outcomes & resources														
Feedback from Admin Program Review Committee	28-Sep	9-Oct											█	█							
Finalize Program Review	12-Oct	30-Oct												█	█	█					
VP reviews/approves Program Review	2-Nov	25-Nov																█	█	█	█

Information Technology Services

Program Review Steps	Start Date	Due Date	25-May	1-Jun	8-Jun	15-Jun	22-Jun	29-Jun	6-Jul	13-Jul	20-Jul	27-Jul	3-Aug	10-Aug	17-Aug	24-Aug	31-Aug	7-Sep	14-Sep	21-Sep
Survey - Faculty	26-May	5-Jun	■	■																
Survey - Staff	26-May	5-Jun	■	■																
Survey - Administrators	26-May	5-Jun	■	■																
Analyze survey data	8-Jun	18-Jun			■	■														
Draft Program Review	26-May	16-Jul	Draft dept description & internal/external factors				Draft new goals/outcomes & resources													
Feedback from Admin Program Review Committee	20-Jul	6-Aug									■	■	■							
Finalize Program Review	10-Aug	28-Aug												■	■	■				
VP reviews/approves Program Review	31-Aug	24-Sep															■	■	■	■

Institutional Research and Planning

	Start Date	Due Date	11-May	18-May	25-May	1-Jun	8-Jun	15-Jun	22-Jun	29-Jun	6-Jul	13-Jul	20-Jul	27-Jul	3-Aug	10-Aug	17-Aug	24-Aug	31-Aug	7-Sep	14-Sep	21-Sep	28-Sep	5-Oct	12-Oct	19-Oct	26-Oct
Program Review Steps																											
Survey - Annual planners & Program Reviewers (faculty & non-faculty)	13-May	22-May	█	█																							
Survey - Members of campus governance committees	13-May	22-May	█	█																							
Survey - Administrators	29-Jun	9-Jul								█	█																
Analyze survey data	16-Jul	30-Jul										█	█														
Draft Program Review	6-Jul	28-Aug									Draft dept description & internal/external factors		Draft new goals/outcomes & resources														
Feedback from Admin Program Review Committee	31-Aug	18-Sep																	█	█							
Finalize Program Review	21-Sep	2-Oct																			█	█					
VP reviews/approves Program Review	12-Oct	30-Oct																					█	█	█	█	

Title IX and EEO Compliance Office

Program Review Steps	Start Date	Due Date	6-Jul	13-Jul	20-Jul	27-Jul	3-Aug	10-Aug	17-Aug	24-Aug	31-Aug	7-Sep	14-Sep	21-Sep	28-Sep	5-Oct	12-Oct	19-Oct	26-Oct	2-Nov	9-Nov	16-Nov
Survey	6-Jul	31-Jul	█	█	█	█																
Analyze survey data	3-Aug	14-Aug					█	█														
Draft Program Review	20-Jul	11-Sep			Draft dept description & internal/external factors				Draft new goals/outcomes & resources													
Feedback from Admin Program Review Committee	14-Sep	24-Sep										█	█	█								
Finalize Program Review	5-Oct	23-Oct													█	█	█					
VP reviews/approves Program Review	26-Oct	20-Nov																█	█	█	█	

Nuventive Walkthrough to Submit Program Review



Thank You
Questions?