

Barstow Community College

Program Review Handbook

February 2021

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Planning and Program Review:

Purpose

The purpose of Program Review at Barstow Community College District (BCC) is to assure that the College and all of its employees focus our day-to-day operation and planning on the core mission and goals of the College. The Program Review process focuses discipline and divisional program planning, review and goal setting on achieving our four [Strategic Priorities](#). By doing so, the College will also be able to integrate plans with each other. One of our ultimate goals is to sustain continuous quality improvement in every area—instructional and non-instructional—thus improving our students’ chances of success.

Ongoing, integrated planning and program review is used to maintain—and if possible, improve—the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of integrated planning and program review are our students and the community we serve.

The process also allows BCC to focus available resources—staff time, budget, technology, space—on the achievement of goals and objectives intended to maintain or improve effectiveness. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. This may be fulfilled by the resource section in the program review and may also require a Resource Request Form. However, not all objectives may require extra resources—only the reallocation of existing ones.

The Program Review Handbook is designed to:

- Provide background information on the Program Review process
- Identify metrics for Instructional and Non-Instructional areas
- Provide Program Review and Budget Cycle schedules

Oversight

The Institutional Effectiveness Committee (IEC) directs and monitors the Program Review Process for both instructional and non-instructional areas.

For **Instructional Program Reviews**, each program that needs or requires a change or update to their program learning outcomes submits their program review to the Outcomes Assessment Committee (OAC). The OAC assists and supports faculty in assuring that program outcomes are meaningful, measurable and manageable and ensures that they are documented in program reviews. OAC advises the program faculty to submit the revised program learning outcomes to Curriculum. Faculty then forward the program review to the Dean, who then submits it to the IEC, who provides the document to the Program Review Subcommittee (PRSC), a subcommittee of the IEC. The PRSC specifically works with Program Reviews and their authors and provides mentoring/training, reviews submissions, and provides feedback. The PRSC notes any trends with goals and reports findings and trends from the IPRs to the IEC.

For **Non-Instructional Program Reviews**, each area submits a program review to their VP or Dean, who then submits it to the IEC, who provides the document to the Program Review Subcommittee (PRSC), a subcommittee of the IEC. The PRSC specifically works with Program Reviews and their authors and provides mentoring/training, reviews submissions, and provides feedback. The PRSC notes any trends

with goals and reports findings and trends from the IPRs to the IEC.

Below are the scope and charges of the IEC, the PRSC and the OAC. (See Appendix “X” for the complete charge and membership of each committee.)

Institutional Effectiveness Committee (IEC)

Charge:

The institutional effectiveness committee acts as an open clearinghouse to dialogue and move data into action leading to continuous quality improvement. The committee’s charge is to evaluate program review and outcomes assessment results in light of college-wide strategic goals to recommend a set of institutional priorities for inclusion into integrated planning and resource allocation. The recommendations are reviewed by the Budget & Finance Committee for fiscal viability and by the President’s Cabinet for implementation. The goal of the committee is to help the college maximize fiscal, physical, human, and technological resources to improve student learning and achievement.

Scope:

- Set the program review schedule

Program Review Subcommittee (PRSC)

Charge:

The purpose of the Program Review Subcommittee is to provide annual training and quality feedback to improve the effectiveness of every College program and service through the annual program review process. This includes providing a yearly report of trends found in the program review submissions to promote continuous, sustainable improvement to the planning process and budget development. The committee reviews the Program Review Forms, considers any necessary updates and annually evaluates the Program Review process. The Program Review Subcommittee is a subcommittee of the Institutional Effectiveness Committee.

Scope:

- Provide documentation and training on the program review process.
- Document and communicate the program review schedule, as determined by the IEC, to the campus community.
- Review submitted Program Review documents and provide structured feedback to the originators.
- Prepare a report to the IEC, including commendations, recommendations, and identification of trends.
- In conjunction with IEC, the PRSC will annually evaluate the forms and rubrics used in the process, all documentation, and the implementation of the process itself, and will make recommendations for continuous, sustainable improvement.
- The appropriate dean/vice president is charged with ensuring that all areas/disciplines complete the program review process in a timely manner.

Outcomes Assessment Committee (OAC) – *for Instructional Program Review*

Charge:

The purpose of the OAC is to support and guide faculty to develop, implement, and evaluate SLOs and PLOs assessments integrated in the institutional planning cycle.

Scope:

- The OAC provides Course SLO and Program SLO training.
- The OAC assists and supports faculty in assuring that course and program learning outcomes are meaningful, measurable and manageable.
- The OAC assists, supports and trains faculty in outcomes assessment collection and analysis of such.
- The OAC assists and supports faculty in assuring that course learning outcomes map to program learning outcomes which are mapped to institutional learning outcomes.

The Process

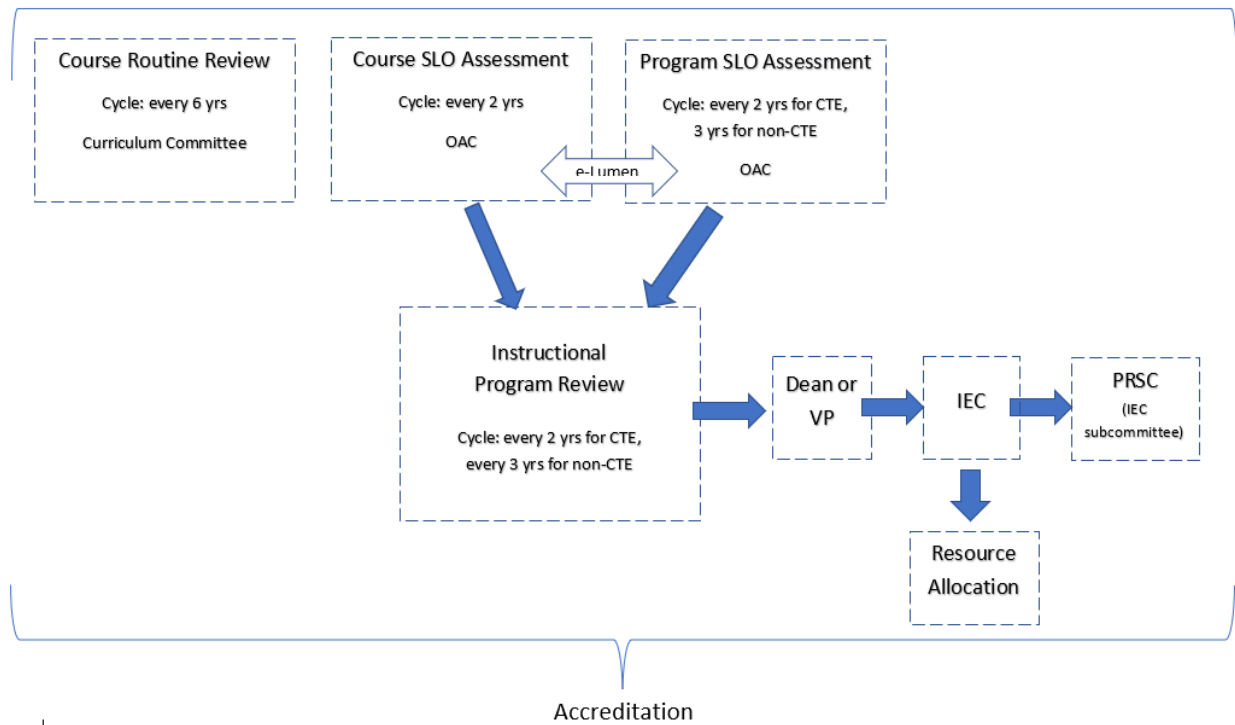
Program Review is a three-year cycle, with a full program review due in year one, and annual updates on the progress towards goals and objectives due in years two and three. Annual updates are submitted each year that the Program Review is not due. The Resource Request Form is only required if the area is requesting enhanced resources. All instructional programs and non-instructional areas conduct a program review. Some instructional areas, such as CTE, will utilize a two-year cycle of review as required by Ed Code (78016).

Outcomes Assessment is an integral part of Program Review. For **Instructional Programs**, Course Student Learning Outcomes (SLOs) are mapped to Program Learning Outcomes (PLOs); as programs conduct course SLO assessment according to their assessment schedule, data is being fed, via eLumen, to their respective PLOs. Programs must include an analysis of PLO assessment data in their program review. **Non-Instructional areas** conduct Service Area Outcomes (SAO) or Administrative Unit Outcomes (AUO). Areas must include an analysis of SAO or AUO data in their program review.

Annual Updates—with goals, objectives, actions, assessment measures, and resource requests (where applicable)—are generated with the full Program Review, and updated each year. Each program or area implements any necessary improvements that it has identified, then assesses its progress, and the cycle continues.

Instructional Program Review

Institutional Processes Flow- Instructional



Instructional Program Review Form

The Program Review form includes three sections:

- I. Program Description
- II. Program Effectiveness
- III. Program Goals
 - a. Resource Requests
 - b. Annual Update

I. Program Description

In this section, programs will answer the questions, “Who are we? What do we do?” The purpose of this section is to orient the reader/reviewer to the program and provide context to the program review. This section should be kept short, a few paragraphs at the most, and include the following:

- Program Mission/Vision Statement
- Short description of the program
- Alignment to/support of BCC Strategic Goals

II. Program Effectiveness

In this section, programs will answer the question “How is the program doing?” by reviewing and analyzing data. The purpose of this section is to evaluate the program holistically in terms of fostering student success, helping students reach their goals, and furthering the mission of BCC.

Programs will be provided with data on Students, Courses, Program, and Faculty. For each item below, review the data provided. Look for trendlines, outliers, etc., and provide a short analysis (2-3 sentences) for each. If data are not available (i.e., student satisfaction surveys), indicate that on the form. For Program Learning Outcomes Assessment data, review the eLumen Report and summarize findings in the PLO section below.

Course Data	Source
Course Success Rate by <ul style="list-style-type: none">• Mode of instruction• Scheduling• Faculty Status (PT vs FT)	

Course Data	Source
Retention Rate by <ul style="list-style-type: none"> • Mode of instruction • Scheduling • Faculty Status (PT vs FT) 	
Section Count by <ul style="list-style-type: none"> • Mode of instruction • Schedule • Faculty Status (PT vs FT) 	
Enrollment Count by <ul style="list-style-type: none"> • Mode of instruction • Schedule • Faculty Status (PT vs FT) 	
Class Size Average by <ul style="list-style-type: none"> • Mode of instruction • Schedule • Faculty Status (PT vs FT) 	
Student Equity Data Specifically address any equity gaps. What innovative plans or projects will help to close these gaps?	
Curriculum – Course Outline of Record	
Overall Observation of Data on Courses This section provides an opportunity to tie in all the data about the courses. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the “big picture”.	

Program Learning Outcomes	Assessment Results – Summary of Data	Use of Results
1.		
2.		
3.		
4.		
5.		

Program Data	Source
Demographics	
Award Count	
Student Equity Data Specifically address any equity gaps. What innovative plans or projects will help to close these gaps?	
Student or Program Satisfaction Survey Results	
Guided Pathways data	
CTE-specific data <ul style="list-style-type: none"> • CTE Advisory Boards • Labor Market data • Program Viability 	
Comparative data (compared to BCC and/or compared to other programs)	
Overall Observation of Data on Program This section provides an opportunity to tie in all the data about the program. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the “big picture”.	

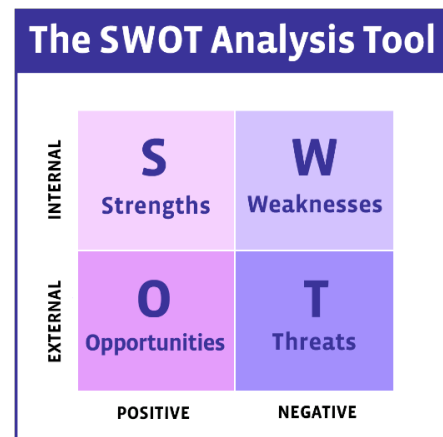
Guided Pathways	Response
List the other programs that are part of your Guided Pathway	
Provide a summary of the collaboration with other programs in the pathway. Examples: meetings, projects, etc.	

Faculty/ Program Staff Data	Source
Faculty Load (FTEF)	
FT/PT Faculty Ratio	

Faculty/ Program Staff Data	Source
Faculty Professional Development	Program
Program Staffing and Support	
Overall Observation of Data on Faculty This section provides an opportunity to tie in all the data about the faculty. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the “big picture”.	

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help programs evaluate themselves. The SWOT Analysis not only looks internally, but externally as well. The SWOT Analysis provides a way for programs to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
Internal	<p>STRENGTHS</p> <p>Strengths are current internal qualities. Strengths represent competencies or characteristics that the area or program may wish to enhance or actively preserve. These aspects include what it does well, what it is known for, what it takes pride in, and so forth.</p> <p>Only discuss the internal strengths that are within your current area structure: Trained personnel, good internal or inter-communication through regular area meetings and/or regular meetings with other areas, new efficiency software, etc.</p>	<p>WEAKNESSES</p> <p>Weaknesses are the program or area's internal vulnerabilities. Weaknesses represent areas that, if not addressed, could become liabilities, or could contribute to an erosion of the area's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.</p> <p>Weaknesses do not mean the area is not successful or efficient, but a reflection that the area could be improved for more sustainable successes.</p>
External	<p>OPPORTUNITIES</p> <p>Opportunities are current trends and events occurring outside the area that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.</p>	<p>THREATS</p> <p>Current trends and events occurring outside the area or program that could jeopardize its success represent potential threats. Examples may include state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.</p>

III. Program Goals

In this section, programs will answer the question “How can we improve? What do we need to meet our goals?” The purpose of this section is to use data to develop goals and objectives for the next three years.

Reflect on the responses to all the previous questions and the SWOT analysis in Section Two. As you develop goals and objectives,

- Formulate **three to five Program Goals** to maintain or enhance program strengths, or to address identified weaknesses.
 - Cite evidence from assessment data and/or other student achievement data, course, faculty, etc.
- Indicate how each Goal is **Aligned** with the College’s [Strategic Priorities](#).
- Identify explicit **Objectives** for reaching each goal.
- Develop **Outcome** statements and appropriate measures for each objective.

Copy and paste the table below for each goal.

GOAL	
Objective 1 Actions, Tasks Outcomes, Measures, Assessment	
Objective 2 Actions, Tasks Outcomes, Measures, Assessment	
Objective 3 Actions, Tasks Outcomes, Measures, Assessment	
Alignment to BCC Strategic Priority (Select all that apply – click Choose an item for the drop-down list to appear)	Choose an item.
	Choose an item.
	Choose an item.
	Choose an item.

III a. Resource Requests: What does the program need to meet its goals and objectives?

Programs can submit their requests for resources by utilizing the Resource Request Form. Requests should be evidence-based and tied to goals and objectives stated above.

This form may also be updated and submitted in Years Two and Three if needed.

III b: Annual Update Form: Progress towards Achieving Goals

An Annual Update must be submitted each year that a Program Review is not submitted.

For **Existing** Goals, copy and paste each goal from your Program Review.

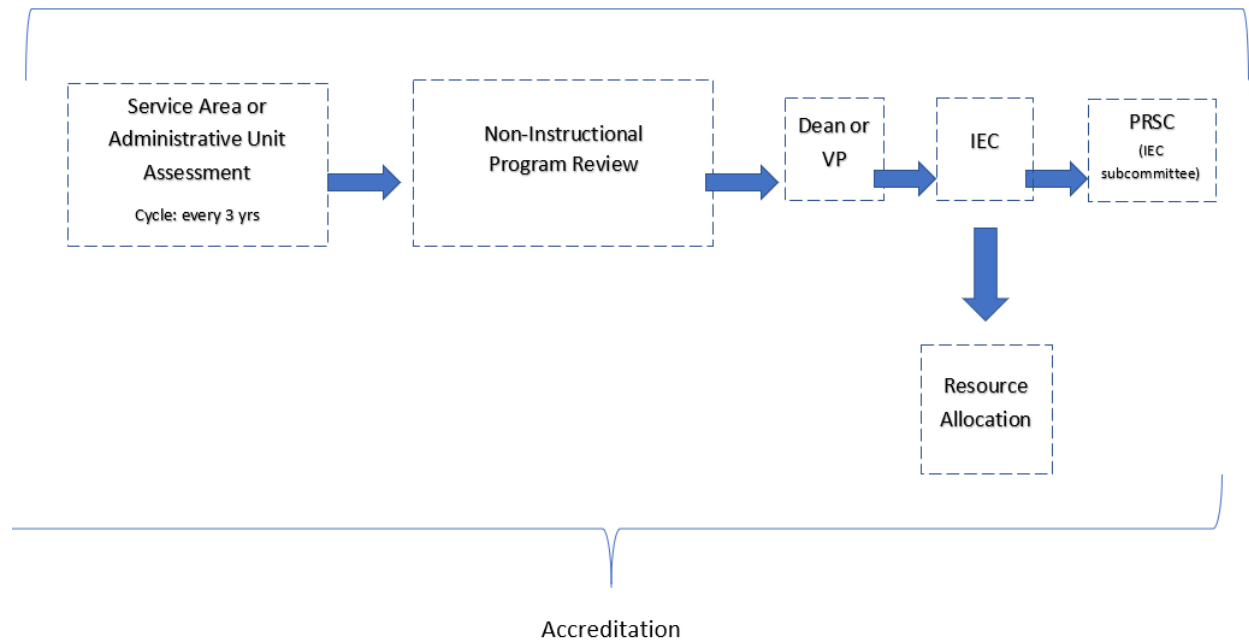
GOAL - copy and paste each goal from your Program Review; add more rows if needed		Progress	Resource Requested? Yes or No
Goal 1			
Goal 2			
Goal 3			

For **New** Goals, fill out the table below. Copy the table for each new goal.

GOAL	
Objective 1	
Actions, Tasks	
Outcomes, Measures, Assessment	
Objective 2	
Actions, Tasks	
Outcomes, Measures, Assessment	
Alignment to BCC Strategic Priority (Select all that apply – click Choose an item for the drop-down list to appear)	Choose an item.
	Choose an item.
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Non-Instructional Program Review Process

Institutional Processes Flow - Non-Instructional



Non-Instructional Program Review Form

The Program Review form includes three sections:

- I. Area Description
- II. Area Effectiveness
- III. Area Goals
 - a. Resource Requests
 - b. Annual Update

I. Area Description

In this section, areas will answer the questions “Who are we? What do we do?” The purpose of this section is to orient the reader/reviewer to the area and provide context to the program review. This section should be kept short, a few paragraphs at the most.

- Mission/Vision
- Description – short description only
- Alignment to/support of BCC Strategic Goal

II. Area Effectiveness

In this section, areas will answer the question “How is the area doing?” by reviewing and analyzing data. The purpose of this section is to evaluate the area holistically in terms of serving the area’s internal and external customers, helping students reach their goals, and furthering the mission of BCC.

For each item below, review the data and look for trendlines, outliers, etc., and provide a short analysis (2-3 sentences) for each. If data are not available (i.e., student satisfaction surveys), indicate that on the form.

Area Data	Source
Demographics of customers – who do you serve? - Internal - External	
Area Organization – state any changes in past few years	
Staff Professional Development	

Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs)	Assessment Results – Summary of Data	Use of Results
1.		
2.		
3.		
4.		
5.		

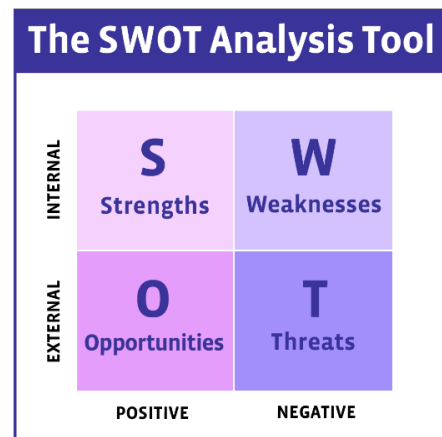
Area Effectiveness Data	Source
Satisfaction Surveys	
Audits, project tracking, etc.	

Policies and Process
<ul style="list-style-type: none"> What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit (BCC BP/AP; Federal, State & local regulations; area guidelines). Describe the effect the changes or updates in policies and processes have had on the unit.
<ul style="list-style-type: none"> What in-house policies, procedures, and processes need to be updated, created, or deleted?

Collaboration with Other Areas
<ul style="list-style-type: none"> What areas are integral to the work of this area and why? Provide examples of collaborating with other areas on projects, process improvement, etc.
<ul style="list-style-type: none"> What other areas have you worked with? Provide examples of collaborating with other areas on projects, process improvement, etc.
<ul style="list-style-type: none"> What other areas do you want or need to work with more and why?

SWOT Analysis

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Objective 2	
Actions, Tasks	
Outcomes, Measures, Assessment	
Alignment to BCC Strategic Priority (Select all that apply – click Choose an item for the drop-down list to appear)	Choose an item.
	Choose an item.
	Choose an item.
	Choose an item.

Program Review and Budget Connection

Each year, all programs (instructional and non-instructional) complete a comprehensive program review or an annual update that includes documentation for enhanced resource requests perceived as needed to accomplish program goals intended to support student success, the strategic planning goals and the college mission.

Program Review should be viewed as the primary tool for budget development. Program Review goals and resource requests must be supported by data, including student learning and program outcome data.

The Prioritization Process

The prioritization process is meant only for requests that are unfunded at the time of the request. Requests that have a funding source, such as a grant or is funded through categorical program dollars, are not prioritized in this process.

Enhanced or Above-Based funds may be generated in one of two ways:

1. Areas request enhanced or above based funds through program review
2. Units designated as a responsible party for a district objective, strategic priority or goal, may request resources if funding is needed for the achievement of the District Objective

Included in the Instructional Program Review (IPR) and Non-Instructional Program Review (NIPR) packet will be guidance for the types of requests that could/should be made through this process.

The Prioritization Process is intended to establish funding priorities of resource needs through a shared and transparent planning process.

How does the budget connect to the Program Review?

As areas complete their instructional or non-instructional program reviews or annual updates, they are sent to their area Dean or Vice President for sign-off before submitting to the Institutional Effectiveness Committee (IEC) and Program Review Sub-Committee (PRSC). Resources and staffing requests are disseminated to the various areas that make priority decisions to determine if the needs can be addressed and accounted for, in the coming fiscal year budget. (See request flow chart for Faculty Hiring Priorities requests.) Other goals identified through the Program Review process, where enhanced or above-base funds are requested follow a different priority decision process (see flow chart for enhanced or above based funding requests.)

Links between Resource Allocation, Program Review and Planning

In the cycle of integrated planning, resources are allocated based on rationale that tie requests to either a Program Review, the Strategic Plan and Institutional Plans and goals. Funding requests through Program Review or the annual update are required to be related to the measurement of student learning outcomes, service-learning outcomes, and the Strategic Plan.

Three processes link resource allocations to Program Review and the Strategic Plan:

1. Development of Budget Assumptions
 - a. The budget development process reinforces the link between institutional planning and resource allocations through the budget assumptions. Assumptions reflect internal and external factors affecting the District, such as level of state apportionment, etc. In spring, the Budget and Finance Committee works with the Institutional Effectiveness committee to draft budget assumptions for the following year. The draft assumptions are presented to College Governance Council (CGC) for review, comment and approval.
2. Evaluation of Discretionary Base Budget Requests
 - a. During the budget development cycle, an area of a division may elect to re-allocate funds from one budget category to another within the area's discretionary base budget. The budget manager's request will include justification based on how this budget shift will support the area's ability to address a need identified in the Program Review process and/or contribute to achieving a goal within the Strategic Plan.
3. Evaluation of Enhanced or Above-Base Funding Requests
 - a. Requests for enhanced or above-base funds may be justified by an issue identified in a Program Review process and/or contribute to achieving a goal within the Strategic Plan. These requests are considered at many levels (see flow chart) in the process of prioritizing requests and are included in the final recommendation presented to the Board of Trustees.

Program Review and Budget Cycle

March 2021

IEC and PRSC conduct training for areas due for review the following academic year

April 2021

IPR and NIPR DRAFT reviews for the following year, are due to IEC and PRSC

Budget Assumptions formed by College Governance Council (CGC) for the following academic year

May 2021

June 2021

The tentative budget is presented to the Board of Trustees (BOT) in June/July

July 2021

The tentative budget is present to the BOT in June/July

August 2021

Updated data packets due to all areas

September 2021

PRSC provides feedback on DRAFT NIPR and IPR reviews due to respective areas by early September

FINAL IPR and NIPR due in late September

The Institutional Effectiveness Committee (IEC) and the Program Review Sub-Committee (PRSC) extract faculty hiring requests and submit compiled list to the co-chairs of the Faculty Hiring Priorities Taskforce (FHPT)

PRSC begins review and scoring of NIPR and IPR

October 2021

Areas meet with Deans and/or Vice Presidents to discuss area goals and resource requests

FHPT meets for the initial training meeting and then meets for the prioritization of faculty.
Results of FHPT scoring go to the Superintendent-President

BOT approves final budget

November 2021

Academic Senate (AS) views the FHPT prioritized list.

FHPT list goes to the Board of Trustees (BOT)

Human Resources begins advertising the prioritized faculty FT positions.

Deans submit area reports that include prioritized goals and resource requests to Vice Presidents by mid-November

Vice Presidents schedule area meetings for January

December 2021**January 2022**

Vice Presidents meet with area managers to prioritize goals and budget requests

February 2022

Vice Presidents submit area reports to the President's Cabinet by mid-February

PRSC reports findings and trends from the NIPRs and IPRs to the Institutional Effectiveness Committee

March 2022

IEC and the Budget and Finance Committee (B&F) have a combined meeting to share results of all area goals and prioritized resource requests

IEC and PRSC conduct training for areas due for review the following academic year

April 2022

After the combined IEC and B&F meeting, the College Governance Council (CGC) hears a summary of the reports. The reports and prioritized list returns to the President's Cabinet

IPR and NIPR DRAFT reviews for the following year, are due to IEC and PRSC

Budget Assumptions formed by College Governance Council (CGC) for the following academic year

May 2022**June 2022**

The tentative budget is presented to the BOT in June/July

Program Review Document Flow Process

