

# Non-Instructional Program Review Template

## What is a Non-Instructional Program?

*Non-instructional programs represent all Administrative and Business Services, Student Services, and non-instructional Academic Affairs areas at BCC.*

## Non-Instructional Program Name

Please indicate the program name: Dual Enrollment

Academic Year: 2024-2025

Name(s) of Submitter(s): Jenea Rodriguez-Haywood

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## I. Area Description

*The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the area. This section should be kept short, a few paragraphs at the most, and address the following:*

- A. What is the area mission and how does it support the institutional mission?

Mission: To empower high school students' future with early access to college-level education, enriching their academic journey through rigorous coursework, early career development, and integration into Barstow Community College.

Barstow Community College aims to provide high-quality education and student success. The dual enrollment program contributes to this by offering rigorous coursework that meets the college standards. By integrating high school students into college-level learning environments, the program ensures that students receive a challenging and enriching educational experience, thus upholding the college's commitment to quality education and partnership within the high desert community.

- B. What is the area vision and how does it support the institutional vision?

Vision: The vision is to cultivate a community where every high school student can advance their educational aspirations through Barstow Community College's dual enrollment program.

The college's vision emphasizes accessible education and educational excellence, fostering a culture of growth and partnerships within the community. The dual enrollment program directly supports this by providing high school students early access to college-level courses. This aligns with the college's goal of fostering a culture of growth and partnership by providing high school students opportunities early in their academic journey.

- C. Please provide a short area description:

The dual enrollment department assists high school students with the admissions application process, conducts K-12 early academic outreach, establishes and maintains articulation agreements, scheduling dual enrolment counseling appointments, and processes dual enrollment agreement forms. The dual enrollment department creates and maintains partnerships between Barstow Community College and K-12 partners. Through this program, students have the opportunity to take college courses while still in high school, earning both high school and college credit concurrently. By providing seamless pathways from secondary education to higher learning, Barstow Community College dual enrollment

## Non-Instructional Program Review Template

program aligns with the Vision for Success goal of increasing college access and affordability. The creation of the College and Career Access Pathways (CCAP) program specifically supports career technical education, transfer preparation, and college readiness for participating students. As part of the career and college access pathways (CCAP) strategic priorities, Bartsow Community College actively promote the College Promise program, Transitional College, and Dual Enrollment, ensuring that the institution remains at the forefront of accessible and quality education.

- D. How does your area align to and/or support one or more of the following BCC Strategic Priorities?  
Innovate to achieveable equitable student success:

**Enhanced Accessibility:** The dual enrollment team actively engages with local high school partners to ensure widespread awareness of the dual enrollment program is being presented to high school students, parents, and guardians, particularly among underrepresented student groups.

**Financial Assistance:** Barstow Community College strives to make dual enrollment financially feasible for all students by providing a tuition waiver for students under 11.5 units per semester.

**Curriculum Integration:** Collaborating closely with partnering high schools to align dual enrollment courses with high school graduation requirements and college degree-guided pathways. This integration allows students the possibility to earn credits applicable to both diplomas, thereby streamlining their educational journey determined by their high school.

**Data-Driven Insights:** Data analytics is continually utilized to assess the effectiveness of dual enrollment programs, including tracking metrics like persistence: one term rates (Whether students are competing in the course, etc) and academic performance (final grades, etc).

**Ignite a culture of learning and innovation:**

Barstow Community College fosters a culture of learning and innovation by providing free and accessible educational opportunities to high school students through the dual enrollment program.

**Build Community:**

Barstow Community College's Dual Enrollment Program is about creating connections and opportunities for high school students. Allowing high school students to take college courses for free saves time and money, builds a sense of community, and gives them an early start on their careers. Here are some ways they can make that community thrive:

1. **Get Students Involved:** Outreach local high schools and engage high school students. Host parent night workshops, presentations, and dual enrollment information sessions to better inform the high school students, parents, and high school staff.
2. **Celebrate Achievements:** Recognize the high school students' outstanding work by providing them with dual enrollment completion stoles for their graduation ceremonies.

**Collaborative Partnerships:**

Creating and maintaining solid partnerships with local school districts, community groups, and industry stakeholders helps bring awareness to the dual enrollment program. These partnerships offer additional resources and opportunities for students to explore diverse career pathways.

**Achieve Sustainable Excellence in all Operations:**

# Non-Instructional Program Review Template

Barstow Community College's Dual Enrollment Program is a strategic initiative that benefits both high school students and the college. Barstow Community College's commitment to providing free college courses to high school students aligns with its pursuit of excellence across all operations. By offering free college courses to high school students, the institution achieves several important goals:

1. **Cost Savings for high school students:** The dual enrollment program reduces financial barriers for students. Waiving tuition costs allows high school students and parents of students to save money and invest in their education.
2. **Increased Enrollment:** Dual Enrollment attracts more students to take more courses at Barstow Community College. Higher enrollment numbers contribute to the institution's stability and long-term viability. Dual enrollment can become a stable source of enrollment to help sustain the institution.
3. **Community Engagement:** Building connections with local high schools fosters community ties that can give the college a sense of belonging to the community. This engagement ensures sustained support and involvement from community stakeholders for future events.
4. **Educational Equity:** Providing free college courses promotes equity by giving high school students an equal opportunity for higher education regardless of socioeconomic background without a heavy price tag.
5. **Pipeline for Future Students:** Dual Enrollment creates a seamless pathway for high school students to transition to Barstow Community College. A robust pipeline of motivated students contributes to the college's long-term success.
  - Innovate to Achievable Equitable Student Success
  - Ignite a Culture of Learning and Innovation
  - Build Community
  - Achieve Sustainable Excellence in all Operations

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## II. Area Effectiveness

*The purpose of this section is to evaluate the area holistically by reviewing and analyzing data within the context 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 provided. As you examine the data, be on the lookout for trends and outliers.*

*Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.*

# Non-Instructional Program Review Template

## Customers

Demographics of internal and external customers – who do you serve?

### 1. Internal Customers:

- **High School Students:** High school students are the primary beneficiaries of dual enrollment. They participate in college-level courses while still in high school, earning both high school and college credit concurrently. The department tailors its services to meet their unique needs, providing academic advising, course registration assistance, and support throughout their dual enrollment journey.
- **College Faculty and Staff:** Within the college, faculty members teach dual enrollment courses, ensuring academic rigor and alignment with college standards. Staff members manage administrative aspects, such as enrollment, transcripts, and relationship building with high schools.
- **Barstow Community College Administration:** The department collaborates closely with college administrators. They oversee program policies, allocate resources, and evaluate program effectiveness. Their decisions impact program expansion, funding, and strategic planning.
- **Current Barstow Community College Students:** Some college students engage with dual enrollment as mentors or peer advisors. Their insights and experiences contribute to program improvement and student success.

### 2. External Customers:

- **High Schools and School Districts:** These external partners play a pivotal role. They refer eligible students, facilitate communication, and ensure seamless transitions. The department maintains strong relationships with high school counselors, principals, and district officials.
- **Parents and Guardians:** External customers include parents and guardians who support students' educational choices. The department communicates with them about program benefits, eligibility criteria, and academic pathways.
- **Community Partners and Employers:** While not directly enrolled, these stakeholders benefit indirectly. A well-prepared workforce emerges from dual enrollment, enhancing the local community. Employers appreciate graduates with college experience and relevant skills.

## Policies and Process Response

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; guidelines). Describe the effect the changes or updates in policies and processes have had on the unit.

**Barstow College's Strategic Adaptation of AB 288 (College and Career Access Pathways Partnerships Act):** Barstow College is actively engaged in the process of aligning its policies and procedures with the provisions outlined in AB 288, commonly known as the College and Career Access Pathways Partnerships (CCAP) Act. This legislation, enacted on January 1, 2016, has significantly impacted dual enrollment programs across California. Here are the key considerations:

### 1. Expanded Dual Enrollment Opportunities:

- AB 288 encourages collaboration between community colleges and K-12 schools, fostering partnerships that enhance access to college courses for high school students.

## Non-Instructional Program Review Template

- Barstow College is leveraging this framework to broaden dual enrollment opportunities, ensuring seamless pathways for students transitioning from high school to college.
2. Equity and Inclusion:
    - AB 288 emphasizes equity by addressing disparities in access to dual enrollment.
    - Barstow College is committed to providing equitable opportunities for underrepresented student populations, including Black, Latinx, and low-income students.
    - By aligning with AB 288, the college aims to reduce barriers and promote inclusivity.

Barstow Community College (BCC) is proactively aligning its policies and procedures with the legislative framework established by Education Code 76000 - 76004. These provisions specifically address dual enrollment programs within the California Community Colleges system.

1. Program Implementation and Eligibility:
  - BCC has robustly implemented a dual enrollment program, allowing local high school students to enroll in college courses concurrently.
  - The college adheres to the eligibility criteria outlined in the legislation, ensuring that students in grades 9 through 12 can participate.
2. Unit Limits and Course Offerings:
  - BCC complies with the prescribed unit limits: 11.5 units for Fall and Spring terms and 6 units for Summer.
  - The college thoughtfully curates course offerings, balancing academic rigor and student interest.
3. FERPA Compliance and Student Privacy:
  - BCC recognizes the significance of student privacy under the Family Educational Rights and Privacy Act (FERPA).
  - The college ensures that FERPA rights transfer from parents or guardians to dual enrollment students once they are officially enrolled, as indicated by the Dual Enrollment Agreement Form.

Barstow College has recently revised AP 5011 in alignment with legal recommendations from the Community College League of California. The Director of Career and College Access Pathways will assess students' eligibility for participation in dual enrollment.

What in-house policies, procedures, and processes need to be updated, created, or deleted?

As part of our newly established Dual Enrollment Department, the Director in collaboration with the Vice President of Student Services (VPSS) actively refining processes, protocols, and staffing. Administration recognizes the need for a dedicated space to enhance efficiency in updating and digitizing dual enrollment agreement forms.

### Collaboration with Other Areas Response

What areas and/or administrative units are integral to the work of your area and why? Please provide examples of collaborating with other areas on projects, process improvement, etc.

Barstow Community College's dual enrollment program fosters collaboration across administrative units, enhancing student experiences. Dual enrollment enables high school students to earn college credit concurrently, while a cross-functional approach ensures seamless integration. For example, the

## Non-Instructional Program Review Template

dual enrollment agreement form grants official college status to participating students. To optimize processes, the admissions and records teams collaborate with the dual enrollment department to streamline enrollment procedures, resulting in faster service and reduced paperwork. Additionally, the dual enrollment administrative team closely collaborates with local high school administration to ensure student success. This successful collaboration relies on shared goals, open communication, and organizational alignment.

What other areas have you worked with? Please provide examples of collaborating with other areas on projects, process improvement, etc.

The Dual Enrollment team partners closely with the Welcome Center to conduct high school outreach events and campus tours. These events serve as a platform for disseminating information about dual enrollment opportunities to prospective students and their families. Collaborating with the Welcome Center ensures seamless communication and encourages high school students to explore college pathways. The Welcome Center is a welcoming gateway, providing essential details about BCC's programs, services, and enrollment procedures. Dual Enrollment advisors work in tandem with the Counseling Department. Together, the team guides students onto guided pathways aligned with their academic interests and career goals. Through personalized academic advising, dual enrollment students receive tailored guidance on course selection, major exploration, and educational planning. This collaboration fosters a smooth transition from high school to college, setting students on a path toward success. The Dual Enrollment team strongly partners with the Admissions and Records Department. The departments collaborate to process Dual Enrollment Agreement Forms efficiently, ensuring timely enrollment for high school students taking college classes. Streamlining paperwork and enrollment procedures benefits both students and the college. By working closely with Admissions and Records, the department facilitates a seamless entry into BCC, allowing dual enrollment students to be cleared to enroll in college-level coursework while still in high school. These collaborative efforts exemplify BCC's commitment to student success, accessibility, and effective educational pathways.

What other areas do you want or need to work with more and why?

Barstow College's Dual Enrollment Program can strengthen its impact by closely working with counseling services, the Welcome Center, and Academic Affairs. Collaborating with counselors ensures comprehensive academic advising for dual enrollment students. The Welcome Center streamlines enrollment processes, while Academic Affairs aligns courses with the college curriculum. By fostering these partnerships, the program can optimize student support, streamline procedures, and enhance overall success.

### Staffing

Area Organization – state any changes in past few years

Establishment of Dual Enrollment Department at Barstow Community College:

Barstow Community College has taken a significant step by formalizing its dual enrollment program into a dedicated department. As part of this initiative, the college recently selected a permanent Director of Career and College Access Pathways from a national search. Additionally, the team has expanded to include two Student Success Advisors, two part-time counselors, and a student worker. This comprehensive approach aims to enhance the dual enrollment experience for students and strengthen collaboration between the college and local high schools. Barstow Community College's Dual Enrollment Program is actively participating in the Vision-Aligned Reporting (VAR) initiative the California Community Colleges Chancellor's Office introduced. By reporting program- and college-level data related to dual enrollment, the CCAP Director plans to contribute to transparency, equity, and informed decision-making.

Please list any professional development that staff has participated in (Standard 3.2)

California Dual Enrollment Equity Conference 2024

Vision Resource Center:

CCC | Strategic Enrollment Management: Outreach and Onboarding

# Non-Instructional Program Review Template

CCC | Dual Enrollment

Please list any professional development staff would benefit from (Standard 3.2)

California Dual Enrollment Equity Conference 2025

11<sup>th</sup> Annual Dual Enrollment Summit: The golden bridge to equity, expansion, and excellence: dual enrollment 2024

The Summit for Dual Credit Programs hosted by South Texas College and the National Alliance of Concurrent Enrollment Partnerships (NACEP) 2025

Vision Resource Center:

CCC | Strategic Enrollment Management: Outreach and Onboarding

CCC | Dual Enrollment

Do staff receive an annual employee evaluation on a regular basis (Standard 3.3)? If no, please explain.  
Yes

Is the staffing within the department sufficient to meet all responsibilities in a timely manner and support internal and external customers adequately (Standard 2.7)?

Barstow Community College's expansion of student success advisors can significantly enhance the transition process for high school seniors entering Barstow Community College. These advisors provide personalized guidance and ensure a smooth adjustment to college life. By increasing their numbers, the college can better engage prospective dual enrollment students, address their unique needs, and foster a sense of belonging. Advisors play a pivotal role during orientation, help navigate administrative processes, and offer social and emotional support. Their holistic approach contributes to student success and retention.

## Area Effectiveness Data and Analysis

Satisfaction Surveys

Click or tap here to enter text.

Audits, project tracking, etc.

Click or tap here to enter text.

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

### 1. **Gender Disparities:**

- Research conducted at Barstow Community College reveals that female high school students are enrolling in dual enrollment courses at a higher rate than their male counterparts. The dual enrollment department needs to address

## Non-Instructional Program Review Template

barriers that may disproportionately affect male students' access to dual enrollment opportunities.

### 2. Hispanic Enrollment:

- Barstow Community College observes a high percentage of Hispanic dual enrollment students enrolling in college-level courses.
- To build on this positive trend, Barstow Community College can:
  - **Promote awareness:** Increase outreach efforts to inform Hispanic students about dual enrollment benefits in English and Spanish.
  - **Provide support:** Offer resources like tutoring and mentorship to help Hispanic students succeed in these courses.

### 3. African American Enrollment:

- Unfortunately, a low percentage of African American high school students are participating in dual enrollment.
- Strategies to address this gap:
  - **Equitable access:** Ensure that dual enrollment opportunities are equally accessible across racial backgrounds.
  - **Counseling:** Provide targeted counseling and mentorship to encourage African American students to explore dual enrollment options.
  - **Community partnerships:** Collaborate with community organizations to create pathways for African American students.

### Institution-set Standards

If applicable, reflect on how the department/unit assists the college in reaching the institution-set standards and stretch goals. What innovative plans or projects will help to address any deficiencies.

#### 1. Access and Affordability:

- The Dual Enrollment Program provides free college courses to high school students.
- By offering these courses, it ensures that students can explore their interests, earn college credit, and save time and money.

#### 2. Alignment with Transfer Goals:

- Dual enrollment allows students to fulfill degree requirements for CSU and UC institutions early. This alignment supports seamless transfer pathways and encourages students to pursue higher education.

#### 3. Equity and Outreach:

- The program actively reaches out to high schools, promoting dual enrollment opportunities. It aims to bridge equity gaps by ensuring equal access for all eligible students.

#### 4. Innovative Initiatives:

- The dual enrollment department will collaborate with the transfer center to ensure the dual enrollment students are transferring to Barstow Community College or a four-year institution after the students graduate high school.
- The program also facilitates university outreach and Transfer Fairs.

#### 5. Addressing Deficiencies:

- Regular analysis of programs and services ensures that career and transfer options align with accreditation standards.
- The Barstow College Promise, Transitional College, and Adult Education programs are being promoted to enhance access and completion.



# Non-Instructional Program Review Template

Other Supporting Data (Qualitative or Quantitative)

Retention by Gender:

Term	Gender	Enrollments	Retained	Successful	Retention_Rate	Success_Rate
Summer 2024	Female	86	85	82	98.8%	95.3%
Summer 2024	Male	48	46	43	95.8%	89.6%

2 items

Counts of less than 10 are suppressed from the dataset.

Retention by Ethnicity:

Term	Ethnicity	Enrollments	Retained	Successful	Retention Rate	Success Rate
Summer ...	Hispanic	64	64	60	100%	93.8%
Summer ...	Two or More	27	25	25	92.6%	92.6%
Summer ...	White	28	27	26	96.4%	92.9%

3 items

Retention by Gender:

Term	Gender	Enrollments	Retained	Successful	Retention_Rate	Success_Rate
Spring 2024	Female	392	375	344	95.7%	87.8%
Spring 2024	Male	255	240	214	94.1%	83.9%
Spring 2024	Not Available	27	23	21	85.2%	77.8%

3 items

Counts of less than 10 are suppressed from the dataset.

Retention by Ethnicity:


Term	Ethnicity	Enrollments	Retained	Successful	Retention Rate	Success Rate
Spring 20...	Asian/Filipino	17	16	15	94.1%	88.2%
Spring 20...	Black/African American	21	21	19	100%	90.5%
Spring 20...	Hispanic	296	278	244	93.9%	82.4%
Spring 20...	Two or More	178	163	151	91.6%	84.8%
Spring 20...	Unknown/Unreported	12	12	12	100%	100%
Spring 20...	White	148	146	136	98.6%	91.9%

6 items

## Non-Instructional Program Review Template

### Retention by Gender:


Term	Gender	Enrollments	Retained	Successful	Retention_Rate	Success_Rate
Fall 2023	Female	320	310	281	96.9%	87.8%
Fall 2023	Male	216	202	183	93.5%	84.7%
Fall 2023	Not Available	28	27	25	96.4%	89.3%

3 items 

Counts of less than 10 are suppressed from the dataset.

### Retention by Ethnicity:

Term	Ethnicity	Enrollments	Retained	Successful	Retention Rate	Success Rate
Fall 2023	Asian/Filipino	17	17	17	100%	100%
Fall 2023	Black/African American	17	17	14	100%	82.4%
Fall 2023	Hispanic	272	256	226	94.1%	83.1%
Fall 2023	Two or More	111	105	93	94.6%	83.8%
Fall 2023	Unknown/Unreported	12	12	12	100%	100%
Fall 2023	White	134	131	126	97.8%	94%

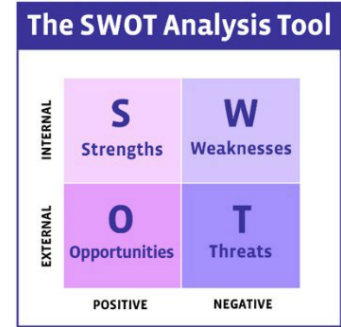
6 items 

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## SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
<b>Internal</b>	<p><b>STRENGTHS</b></p> <p>Establishing the Director of College and Career Access Pathways will streamline the dual enrollment process and serve as a centralized point of contact for all dual enrollment matters.</p> <p>Barstow Community College offers an extensive array of online courses that are accessible to both local and distance high schools.</p>	<p><b>WEAKNESSES</b></p> <p>Budget: Funding limitations may impact program growth.</p> <p>Initiating a proactive approach to challenge organizational norms and enhance staff education regarding dual enrollment updates and legislative changes.</p> <p>The administration is currently in the process of identifying a suitable location on campus for a dual enrollment department.</p> <p>The dual enrollment agreement form currently lacks an automated digital option for collecting signatures.</p>
<b>External</b>	<p><b>OPPORTUNITIES</b></p> <p>Strengthening partnerships with existing high schools can expand program participation.</p> <p>Utilization of dynamic forms to create a digital dual enrollment agreement form process.</p> <p>The Dual Enrollment Department will strategically employ student workers and success advisors to streamline and enhance the dual enrollment experience. Their collaborative efforts will ensure efficient processes, effective</p>	<p><b>THREATS</b></p> <p>The dual enrollment program has experienced a significant turnover rate in its partnerships with local high schools.</p> <p>Students experiencing economic hardships or family-related challenges tend to have lower participation rates in dual enrollment programs.</p> <p>Barstow College faces a demographic constraint due to the relatively small high school population within its district boundary line. This limitation</p>

## Non-Instructional Program Review Template

	<p>communication, and positive outcomes for participating students.</p> <p>Enhancing Retention Rates through CCAP Course Development:</p> <p>Barstow Community College (BCC) has a unique opportunity to positively impact student retention rates by strategically developing College and Career Access Pathways (CCAP) courses. These courses, designed to bridge the gap between high school and college, offer dual enrollment students the chance to earn both high school and transferable college credits simultaneously. By tailoring CCAP courses to student needs, aligning them with career pathways, and providing robust support, BCC can foster academic success and strengthen our institution's commitment to student achievement.</p>	<p>impacts the pool of potential students and necessitates strategic outreach efforts to attract a diverse and competitive student body.</p> <p>BCC has allocated funds for the creation of promotional material related to dual enrollment.</p> <p>BCC received the K-16 partnership grant, which enables BCC to expand its capacity for training elementary school teachers.</p>
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### III. Goals and Service Area Outcomes (SAOs)/Administrative Unit Outcomes (AUOs)

*The purpose of this section is to use data to develop goals, expected SAOs/AUOs for the next three years, and to reflect upon goals and outcomes from the previous cycle*

*You should reflect on and incorporate the responses from all the previous questions and the SWOT analysis into this section.*

*As you develop goals and outcomes:*

- a. formulate **two to three goals with an expected outcome for each** that will help maintain or enhance program strengths or will act as an intervention to an identified weakness (cite evidence from assessment data and/or other area effectiveness data).
- b. indicate the **status** of the SAO/AUO (ex: is the goal or outcome new, a carry-over from the previous program review cycle, etc.)
- c. indicate how each goal and outcome are **aligned** with the College's [Strategic Priorities](#).
- d. indicate how each goal and outcome are **aligned** with the [Pillars of Guided Pathways](#).
- e. List at least one **action/strategy** for each goal/outcome.
- f. Explain how you will **measure** the goal/outcome.

# Non-Instructional Program Review Template

g. List any **resources** that will be needed to achieve the goal/outcome

## GOAL #1

Increase the enrollment of high school students in college courses by 3% within the next 3 academic years through targeted recruitment efforts, effective communication, and community engagement.

### Expected Service Area Outcome/Administrative Unit Outcome

High school students will be afforded the opportunity to earn college credit at no cost while concurrently enrolled in high school.

A. This Goal/Outcome is

- New
- Continued
- Modified

*If modified please list how and why.*

Click or tap here to enter text.

B. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Choose an item.

Strategic Priority 3: Build Community

Choose an item.

Choose an item.

C. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

D. Please list actions/strategies for achieving this goal/outcome.

Targeted Recruitment Efforts:

Collaborate with Local High Schools: The dual enrollment team will work closely with local high schools to identify potential dual enrollment candidates once a month. The team will also engage with high school counselors and teachers to promote the benefits of taking college courses while still in high school.

## Non-Instructional Program Review Template

**Parent Information Sessions:** The dual enrollment team will host engaging parent night sessions where students and parents can learn about dual enrollment opportunities monthly.

**Digital Marketing:** Utilizing social media and online platforms to reach high school students by highlighting dual enrollment's advantages and showing success stories such as cost savings and early exposure to college-level coursework. Develop concise materials explaining dual enrollment programs and making sure the material is accessible to both students and parents.

**Regular Updates:** Keep high school counselors, teachers, and parents informed about the following: available courses, deadlines, current list of dual enrollment students, and admissions application processes.

E. Briefly explain how you will measure the goal/outcome.

**Track Enrollment Numbers:** Keeping a close eye on the enrollment numbers for high school students in college courses. Then, these numbers will be compared to the baseline from the previous year. A 3% increase would mean a positive trend.

F. Please list resources (if any) that will be needed to achieve the goal/outcome.

Dual Enrollment Staff  
Budget

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### GOAL #2

Enhance student retention rates by 2% by implementing Early Intervention and Support strategies, creation of CCAP Courses, personalized advising, and timely identification of at-risk dual enrollment students early in the semester.

#### Expected Service Area Outcome/Administrative Unit Outcome

The college will enhance wrap around support services available to dual enrollment students.

G. This Goal/Outcome is

- New
- Continued
- Modified

*If modified please list how and why.*

Click or tap here to enter text.

H. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Choose an item.

# Non-Instructional Program Review Template

Choose an item.

## I. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

## J. Please list actions/strategies for achieving this goal/outcome.

**Instructor engagement:** Beyond initial enrollment, the dual enrollment team must know how many students continue their college courses. Higher retention rates indicate successful engagement and satisfaction in the courses. The team can compare which instructors engage better with dual enrollment students.

**Intervention Strategy:** The dual enrollment team will proactively engage with at-risk dual enrollment students monthly to assess the obstacles hindering their academic progress. Student Success Advisors will facilitate connections between these students and relevant on-campus and community resources.

**High School Collaboration Initiative:** The Director of Career and College Access Pathways will conduct monthly meetings with high school counselors. These sessions will focus on assessing at-risk dual enrollment students, analyzing student trends, and ensuring the currency of course articulation agreements.

**CCAP Course Development:**

- 
- Collaborate with local high schools to identify relevant courses that align with college-level material.
- Create CCAP courses that are rigorous, engaging, and accessible to high school students.

Ensure that these courses meet both high school graduation requirements and college transfer prerequisites.

## K. Briefly explain how you will measure the goal/outcome.

**Dual Enrollment Data Management System:** Set up a reliable system to collect and organize enrollment data, including student demographics, course registrations, retention rates, and live grade reports. Having a well-structured database ensures accurate tracking.

**Contact Tracing for Dual Enrollment:** The dual enrollment team will systematically monitor the interventions initiated by student success advisors to assess their impact on improving retention rates.

**Completion Rates:** Monitoring the number of college credits completed by high school students is critical as it reflects their progress toward a degree or certificate pathway.

## L. Please list resources (if any) that will be needed to achieve the goal/outcome.

Argos  
Banner

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SARS

Dual Enrollment Staff

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## GOAL #3

Increase the dual enrollment student degree and certificate completion rate by 1% over the next 3 academic years.

### Expected Service Area Outcome/Administrative Unit Outcome

This goal focuses on improving the successful transition of dual enrollment students from high school to college, ensuring they complete their degrees.

M. This Goal/Outcome is

- New
- Continued
- Modified

*If modified please list how and why.*

Click or tap here to enter text.

N. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

Choose an item.

O. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

P. Please list actions/strategies for achieving this goal/outcome.

Barstow College Promise Program: The dual enrollment team will continue to promote and recruit graduating seniors to the Barstow College Promise program, which provides free tuition and support services to first time college students. The team will assist the graduating senior class from local high schools in applying to Barstow Community College as first-time college students. This initiative will establish an outreach list for Student Success Advisors, enabling them to proactively support high school students during their transition to Barstow Community College. Advisors will guide high school senior students either along their existing guided pathways or help them begin a new guided pathway.



## Non-Instructional Program Review Template

The Dual Enrollment team will partner with the Transfer Center to host targeted workshops addressing transfer requirements for dual enrollment students. These workshops will cover essential topics, including general education prerequisites, major-specific requirements, GPA expectations, and the application process for California State Universities and University of California institutions. By providing this information, Barstow Community College (BCC) ensures that dual enrollment students are well-informed about transfer pathways and remain on track toward their degree or certificate.

Q. Briefly explain how you will measure the goal/outcome.

Completion Rates:

- Measure the percentage of dual enrollment students who complete their degrees or certificates.
- Analyze completion rates by program and pathway.

Student Satisfaction and Feedback:

- Conduct surveys or focus groups to gather feedback from dual enrollment students and use their insights to improve program offerings and support services.

Equity and Access:

- Evaluate whether underrepresented groups have equitable access to dual enrollment programs, address disparities, and promote inclusivity.

Guided Pathway Progress:

- Regularly assess whether dual enrollment students are following their chosen guided pathways. Identify any deviations or barriers and provide targeted support.

Transfer Rates:

- Calculate the percentage of dual enrollment students who successfully transfer to four-year institutions or transition to Barstow Community College.

Retention and Persistence:

- Measure the retention rates of dual enrollment students from their first semester to subsequent terms. Identify any drop-off points and implement interventions to improve persistence.

R. Please list resources (if any) that will be needed to achieve the goal/outcome.

[Click or tap here to enter text.](#)

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### Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

The newly established Dual Enrollment team is formulating strategic goals for the upcoming academic year. These goals are meticulously aligned with Barstow Community College's vision and mission. Barstow Community College (BCC) aims to enhance the successful transition of dual enrollment students from high school to college, ensuring seamless pathways toward degree completion. Additionally, the department staff are committed to empowering students to earn college credit while still in high school, providing them with a head start on their higher education journey at Barstow Community College

## Non-Instructional Program Review Template

### IV. Resource Requests

*What does the area need to meet its goals and outcomes? Resource requests should be evidence-based and tied to goals and objectives stated above.*

*Resources may be requested from the following categories:*

- a. Personnel/Staffing*
- b. Technology Resource*
- c. Facilities Resource*
- d. Professional Development*
- e. Other*

*For all resource requests departments/areas should utilize the Budget Allocation Proposal form and submit with their program review. If needed, the Out-of-Cycle BAP form may be submitted for resource requests when completing an Annual Update in Years 2 and 3.*

<b>Goal/ Outcome #</b>	<b>Resource Required</b>	<b>Estimated Cost</b>	<b>BAP Required? Yes or No</b>	<b>If no, indicate funding source</b>
Goal: 1, 2 & 3	Mileage & Office Supplies	Approx. \$20,500.00	Yes	Click or tap here to enter text.
Goal: 1 & 2 & 3	Funds are needed to host parent night informational sessions, General Dual enrollment informational sessions, Senior application events & Workshops, Promotional Items: folders, pens binders, etc.	Approx. \$25,000	Yes	Click or tap here to enter text.
Goal 1, 2 & 3	Professional Development, student workers	\$20,000	Yes	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

## Non-Instructional Program Review Template

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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# BUDGET ALLOCATION PROPOSAL

Date: <u>07/16/2024</u>	Originator: <u>Jenea Rodriguez-Haywood</u>		
Program or Department Name: <u>Dual Enrollment</u>			
Dean/Vice President/Supervisor: <u>Oscar Espinoza-Parra</u>			
What are you requesting? ( <i>Brief</i> )	The plan outlines the technological, facility, HR, and professional development needs to support the dual enrollment program. This includes technology resources for managing student records and communication, staff travel for site expansion and recruitment, office supplies for operations, and professional development opportunities for staff growth.		
Amount Requested: <u>20,500</u>	<input type="checkbox"/> One-time Funding <input checked="" type="checkbox"/> Ongoing Funding		
Funding Source (if known): _____			
<b>REQUEST TYPE:</b>			
<input type="checkbox"/> Personnel/Staffing <small>Complete <i>Personnel/Staffing</i> section below</small> <input checked="" type="checkbox"/> OTHER	<input type="checkbox"/> Technology Resource <small>Complete <i>Technology</i> section below</small>	<input type="checkbox"/> Facilities Resource <small>Complete <i>Facilities</i> section below</small>	<input type="checkbox"/> Professional Development <small>Complete <i>Professional Development</i> section below</small>

<b>PERSONNEL/STAFFING REQUEST</b>	
Is the position request for:	<input type="checkbox"/> Faculty <input type="checkbox"/> Classified <input type="checkbox"/> Management/Confidential
Is the position requested:	<input type="checkbox"/> A new classification (Attach <i>proposed</i> job description, or <i>detailed</i> list of proposed duties) <input type="checkbox"/> An existing classification <i>Official Job Title:</i> _____
Is the position requested:	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time: _____ Months/Year      _____ Hours/Week

<b>TECHNOLOGY RESOURCE REQUEST</b>	
Indicate the category of the request:	<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> Printer/Copier <input type="checkbox"/> Network <input type="checkbox"/> Audio-Visual <input type="checkbox"/> License/Maintenance
Indicate the intended users:	<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other
Is training required?	<input type="checkbox"/> No <input type="checkbox"/> Yes    Explain: _____
How will it be secured?	<input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input type="checkbox"/> Password
Have you completed and attached the <a href="#">Technology Assessment Form</a> ?	

<b>FACILITIES RESOURCE REQUEST</b>	
Indicate the intended users:	<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other
Is maintenance required?	<input type="checkbox"/> No <input type="checkbox"/> Yes    Explain: _____

# BUDGET ALLOCATION PROPOSAL

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# BUDGET ALLOCATION PROPOSAL

PROFESSIONAL DEVELOPMENT REQUEST				
Indicate the intended users:	<input type="checkbox"/> Students	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Other
Do other internal areas/departments need to be involved?				
<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____		
Is technology needed?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____	

## 1. Why is the request being made?

The budget request stems from a strategic need to enhance the effectiveness of the Dual Enrollment Program. By allocating \$20,500, the department aims to optimize outreach efforts, streamline administrative processes, and ultimately improve student access to college courses while in high school.

## 2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

Within the Program Review and Annual Update, the request aligns with the program's overarching goals. Specifically, it addresses the imperative to expand dual enrollment opportunities and foster stronger connections with local high schools. The Program Review underscores the importance of outreach, engagement, and seamless transitions for students.

## b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

- 1. Increased Participation:** The dual enrollment program aims to increase participation by offering free college courses to high school students. By providing mileage reimbursement, staff can travel to different school sites and outreach events, promoting the program and encouraging student enrollment.
- 2. Improved Student Outcomes:** Assessments of student learning outcomes (SLOs) can demonstrate the program's effectiveness. If SLOs show positive results (e.g., improved student performance, retention, or completion rates), this justifies the investment in staff resources.
- 3. Program Level Outcomes:** Evaluating program-level outcomes, such as the number of students served, course completion rates, and successful transitions to higher education, can justify the need for staff support. If these outcomes align with program goals, the request becomes more reasonable.
- 4. Service Area Outcomes:** Dual enrollment benefits the local community by preparing students for college and careers. Staff outreach efforts contribute to achieving service area outcomes, such as increased college readiness and workforce development.
- 5. Administrative Unit Outcomes:** The dual enrollment department's success depends on effective administration. Office supplies are essential for smooth operations, while staff mileage supports outreach efforts, ultimately contributing to achieving administrative unit outcomes.

## c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

## BUDGET ALLOCATION PROPOSAL

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3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?

Example: [Technology Assessment Form](#)

*(This question is not required for Personnel/Staffing requests.)*

**Short-term Impact:** The Dual Enrollment Department directly benefits from this allocation. Staff members responsible for outreach, coordination, and communication will utilize the mileage budget to travel to high schools, attend events, and engage with prospective students.

**Long-term Considerations:** The college administration and budget planning office should be informed about this resource allocation. Their support ensures sustained funding and operational continuity.

4. a) How will this resource improve student success or institutional services?

The proposed resource allocation contributes to student success by:

**Increasing Outreach:** With adequate mileage funding, staff can visit high schools more frequently, promoting dual enrollment opportunities and addressing student inquiries.

**Efficient Communication:** Staff mobility ensures timely responses to student needs, facilitating enrollment, advising, and program information dissemination.

- b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

The department will track enrollment numbers, student feedback, and participation rates. These metrics will demonstrate the impact of the resource on student engagement and success.

- 5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

*(Follow the links to access each document)*

1. [Mission Statement](#)

**Mission Statement:** The request directly aligns with the college's mission to provide accessible education and empower students for lifelong success.

2. [Strategic Priorities / Strategic Goals](#)

**Goal 1 (Access and Equity):** The budget allocation supports equitable access to college courses for high school students.

## BUDGET ALLOCATION PROPOSAL

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**Goal 2 (Retention and Completion):** By enhancing outreach, the department contributes to student retention and successful program completion.

3. [Educational Master Plan](#)

The request resonates with the plan's emphasis on expanding educational opportunities, fostering community partnerships, and preparing students for higher education and career pathways.

4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#), [HR Staffing Plan](#), [Professional Development Plan](#)

1. **Technology Plan:**

- The department may need technology resources (e.g., laptops, software licenses, hotspots) to manage student records, communicate with high schools, and facilitate online coursework.
- Staff travel to different sites might involve using technology for presentations, virtual meetings, or data collection and.

2. **Facilities Master Plan:**

- Staff travel becomes essential if the dual enrollment program aims to expand to additional school sites or community centers.
- Office supplies contribute to efficient facility management, ensuring smooth operations.

3. **HR Staffing Plan:**

- Staff mileage supports recruitment efforts, such as attending college and career fairs, back-to-school nights, and local feeder high school events.
- Office supplies are necessary for administration (e.g., printing materials, decks, computers.etc.

4. **Professional Development Plan:**

- Staff attending conferences, workshops, or training sessions require mileage reimbursement.
- Office supplies aid in organizing and implementing professional development activities.



# BUDGET ALLOCATION PROPOSAL

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## ADMINISTRATIVE USE

Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Unit Priority Ranking: \_\_\_\_\_ of \_\_\_\_\_

**BUDGET INFORMATION**  
*(This section **MUST** be completed)*

Budget Program Number: \_\_\_\_\_  Restricted  Unrestricted

Comments regarding Budget Information: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# BUDGET ALLOCATION PROPOSAL

Date: <u>07/16/2024</u>	Originator: <u>Jenea Rodriguez-Haywood</u>		
Program or Department Name:	<u>Dual Enrollment</u>		
Dean/Vice President/Supervisor:	<u>Oscar Espinoza-Parra</u>		
What are you requesting? ( <i>Brief</i> )	The request for \$25,000 will fund activities to support dual enrollment, including informational sessions, workshops, and promotional items aimed at increasing student engagement and awareness. These efforts are designed to facilitate successful transitions from high school to college by providing resources and enhancing program visibility.		
Amount Requested: <u>25,000</u>	<input type="checkbox"/> One-time Funding	<input checked="" type="checkbox"/> Ongoing Funding	
Funding Source (if known):	<u></u>		
<b>REQUEST TYPE:</b>			
<input type="checkbox"/> Personnel/Staffing <small>Complete <i>Personnel/Staffing</i> section below</small> <input checked="" type="checkbox"/> OTHER	<input type="checkbox"/> Technology Resource <small>Complete <i>Technology</i> section below</small>	<input type="checkbox"/> Facilities Resource <small>Complete <i>Facilities</i> section below</small>	<input type="checkbox"/> Professional Development <small>Complete <i>Professional Development</i> section below</small>

PERSONNEL/STAFFING REQUEST	
Is the position request for:	<input type="checkbox"/> Faculty <input type="checkbox"/> Classified <input type="checkbox"/> Management/Confidential
Is the position requested:	<input type="checkbox"/> A new classification (Attach <i>proposed</i> job description, or <i>detailed</i> list of proposed duties)
	<input type="checkbox"/> An existing classification <i>Official Job Title:</i> _____
Is the position requested:	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time: _____ Months/Year    _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST	
Indicate the category of the request:	
<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> Printer/Copier <input type="checkbox"/> Network <input type="checkbox"/> Audio-Visual <input type="checkbox"/> License/Maintenance	
Indicate the intended users:	<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other
Is training required?	<input type="checkbox"/> No <input type="checkbox"/> Yes    Explain: _____
How will it be secured?	<input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input type="checkbox"/> Password
Have you completed and attached the <a href="#">Technology Assessment Form</a> ?	

FACILITIES RESOURCE REQUEST	
Indicate the intended users:	<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other
Is maintenance required?	<input type="checkbox"/> No <input type="checkbox"/> Yes    Explain: _____

# BUDGET ALLOCATION PROPOSAL

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# BUDGET ALLOCATION PROPOSAL

PROFESSIONAL DEVELOPMENT REQUEST				
Indicate the intended users:	<input type="checkbox"/> Students	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Other
Do other internal areas/departments need to be involved?				
<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____		
Is technology needed?				
<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____		

**1. Why is the request being made?**

The request for 25,000 aims to support various activities related to dual enrollment, including parent night informational sessions, general dual enrollment sessions, senior application events, workshops, and promotional items. These activities enhance student engagement, promote the program, and facilitate successful transitions from high school to college.

**2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).**

Within the Program Review and Annual Update, the request aligns with the program’s overarching goals. Specifically, it addresses the imperative to expand dual enrollment opportunities and foster stronger connections with local high schools. The Program Review underscores the importance of outreach, engagement, and seamless transitions for students.

**b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).**

The request is supported by assessing outcomes such as Student Learning Outcomes (SLOs), Program Level Outcomes (PLOs), and Service Area Outcomes (SAOs) by Positive outcomes (e.g., increased participation and improved student success, improved re) justify the need for funding.

**c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.**

The request contributes to area goals related to student engagement, outreach, and program completion.

**3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?**

Example: [Technology Assessment Form](#)

*(This question is not required for Personnel/Staffing requests.)*

Short-term: Dual enrollment staff, high school event organizers, and communication channels.

Long-term: Program sustainability, student success, and community partnerships.

Notification: Relevant departments (e.g., Outreach, PIO Marketing) should be informed

## BUDGET ALLOCATION PROPOSAL

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4. a) How will this resource improve student success or institutional services?

Hosting events and providing resources enhance student awareness, preparation, and access to college courses.

- b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

Data on event attendance, student inquiries, and application rates will demonstrate impact.

- 5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

*(Follow the links to access each document)*

1. [Mission Statement](#)

The mission of Barstow College emphasizes educational access, student success, and community engagement. The request for funds supports this mission by enhancing outreach, promoting dual enrollment, and facilitating student transitions.

2. [Strategic Priorities / Strategic Goals](#)

This request aligns with strategic goals for student support, community partnerships, and program growth.

3. [Educational Master Plan](#)

The request contributes to the college's commitment to student achievement and equitable access to education.

4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#), [HR Staffing Plan](#), [Professional Development Plan](#)

**Technology Plan:** If technology (e.g., online registration systems, virtual sessions) is part of the request, it aligns with technology goals.

**Facilities Master Plan:** Hosting events may involve facility use, supporting the plan's objectives.

**HR Staffing Plan:** Staff involvement in events aligns with HR goals.

**Professional Development Plan:** Fund workshops and training to support staff development.

# BUDGET ALLOCATION PROPOSAL

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## ADMINISTRATIVE USE

Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Unit Priority Ranking: \_\_\_\_\_ of \_\_\_\_\_

**BUDGET INFORMATION**  
*(This section **MUST** be completed)*

Budget Program Number: \_\_\_\_\_  Restricted  Unrestricted

Comments regarding Budget Information: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_