



Barstow Community College  
**INSTRUCTIONAL  
PROGRAM REVIEW**

(Refer to the [Program Review Handbook](#) when completing this form)

PROGRAM:

Academic Year:  FULL PROGRAM REVIEW Date Submitted:

Academic Year:  ANNUAL UPDATE #1 Date Submitted:

Academic Year:  ANNUAL UPDATE #2 Date Submitted:

**By:**

Faculty Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

[Annual Update #1](#)

[Annual Update #2](#)

## 1. Program Mission and Vision

### A. Program Mission

#### PROGRAM REVIEW RESPONSE from OCTOBER 2013

The Accounting Department fosters critical thinking and communication through exploring broad based, multicultural and multidisciplinary perspectives concerning Economics and Business.

In addition, the department contributes to the General Education Program of Barstow Community College and thrives to develop and produce graduates who:

- I. Understand and can apply fundamental concepts of our disciplines.
- II. Communicate effectively, both orally and in writing.
- III. Conduct sound research.
- IV. Address issues critically and reflectively.
- V. Create solutions to societal problems.
- VI. Work well with others.
- VII. Respect persons from diverse cultures and backgrounds.
- VIII. Are committed to open-minded inquiry and lifelong learning.

### B. Program Vision (*Where would you like the Program to be three years from now?*)

The Acct. Dept. at Barstow Community College will provide a collaborative environment for innovation and discovery through facilitating the highest possible level of instruction to our students providing them with pathways to both degree completion and transfer.

### C. Describe how mission and vision align with and contribute to the College's Mission and Vision

The Social Sciences align with and contribute to Barstow Community College's Mission and Vision in the following ways:

- A. Offering comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.

- B. Create an effective work environment

It is the goal of the Social Sciences to embrace college-wide communication and ensure that our goals more effectively link with those of other units and the institution.

- C. Improve college programs through systematic evaluation.

It is the goal of the Acct. Dept. to ensure alignment between our courses and programs with the mission and overall curriculum direction of the institution.

## 2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

### A. Organization, including staffing and structure

*James Lee-Dean*

*Faculty Lead-Ramon Vasconcellos*

*Adjunct Faculty: Danielle Jeffers; Tanya Peake; Joseph Williams*

**B. Who do you service (including demographics)?**

Barstow, California: 62.47% of the population is Caucasian; 13.90% of the population is African American and 3.31% of the population is Asian. High desert: Inclusive of Victorville, Adelanto, and Hesperia.

**C. What kind of services does your unit provide?**

Accounting 1A: Financial Accounting, Pt. I Accounting 4: Managerial Accounting  
Accounting 1B: Financial Accounting, Pt. II Accounting 5: Personal Financial Planning ; Accounting 68: Income Tax Planning

**D. How do you provide them?**

Under the Departments Two-Year Plan, Accounting 1A is offered in fall and spring semesters in conjunction with 1B thus ensuring student completion for transfer. Additional core offerings, Managerial and Financial Planning, are taken during spring semester; Accounting 68 during summer.

**E. Does the program have a degree or certificate?**

Yes, a certificate is awarded

### 3. Program Data

#### A. PERFORMANCE DATA

Discuss the program’s performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

1:3
-----

	TRADITIONAL	ONLINE
2) Course Completion Rate	66.7%	76%
3) Course Success/Retention Rate	76%	76%
4) WSCH/FTEF Ratio		
Full-time:	47	293
Part-time:		
5) Fill Rate		

Reflect on the data above:

Performance data is available for this annual update and will serve as a baseline of data for future data analysis. Student success is predicated on number of course offerings and instruction. The former necessitates the need to provide additional course offerings under two-year plan; the latter, instruction should continue its cross-disciplinary emphasis.

#### B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOs).

Upon completion of the Accounting Certificate Program, the student will be able to do the following:

1. Understanding the role of accounting and apply basic accounting information to business decision-making.
2. Demonstrate the ability to analyze, interpret, and prepare financial statements and reports in accordance with generally accepted accounting procedures.
3. Demonstrated ethical conduct in accounting functions.

2) Summarize the progress you have made on Program Level Outcomes.

Based on student success rates, we are continuously monitoring department outcomes in hopes for improvement in our instructional delivery.

3) Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.

Based on all data, Program has been successful in attaining outcomes and retention has reported under Performance Data.

**4) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.**

Both Financial Planning texts and Managerial Accounting have been updated, in addition to utilization of current edition of Personal Financial Planning text.

**5) Reflecting on the responses for #2 and #3 above, what will you implement for the next assessment cycle?**

The incorporation of current editions has allowed for greater regulatory understanding in the accounting field for our students, in addition to emphasizing the importance of fundamental analysis essential to accounting. Our recent additions to our faculty have also contributed to our success rate, goal attainment.

**C. SUPPORTING ASSESSMENT DATA (See Handbook for additional information)**

**1) Provide a list of any additional measures (not included in 3.A.) that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).**

Accounting transfer degree and certificates in accounting have aided in goal attainment.

**1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. (Include labor market and demand information using resources in CTE and the PR Handbook.)**

According to Robert Half, an accounting placement firm, the \$48,250 to 58,750 salary range for calendar year 2016 reflects a 4.6% increase over 2015 for entry level accounting positions.<sup>1</sup> Furthermore, Staff Accounting positions are poised to be "in demand," according to Robert Half, throughout 2017.<sup>2</sup> The Bureau of Labor Statistics indicated that 2016's median income for accounts was \$68,150, or \$32.76 per hour.<sup>3</sup>

**2) Summarize the results of the measures listed in #1 above:**

The assessment has impacted our courses in that more regulatory and financial reporting tasks are incorporated into our lesson, case analysis highlighting internal reporting are part of our term projects, and preparation of pro-forma data for reporting is often integral to our studies.

**3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan* to implement, as a result of your analysis of these measures? (\*List any resources required for planned implementation in #10: Resources.)**

Through these evaluations faculty will continuously incorporate supplemental readings and outside sources (Journals, PDFs, annual Reports of publicly traded companies) in assisting student achievement. Continued improvement functions along the aforementioned.

**D. TWO YEAR SCHEDULING PLAN**

**1) What is the program's Two-Year Scheduling Plan?**

<sup>1</sup> [https://www.roberthalf.com/sites/default/files/.../robert\\_half\\_2016\\_salary\\_guide.pdf](https://www.roberthalf.com/sites/default/files/.../robert_half_2016_salary_guide.pdf)

<sup>2</sup> [www.selectonellc.com/blog/in-demand-accounting-positions-for-2017](http://www.selectonellc.com/blog/in-demand-accounting-positions-for-2017)

<sup>3</sup> <https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.ht>

Two Year Acct. Teaching Schedule:			
<b><u>FALL 2020</u></b> Acct I (live) Acct I (online) Acct 5 (online)	<b><u>FALL 2021</u></b> Acct I (live) Acct I (online) Acct 4 (online)	<b><u>FALL 2022</u></b> Acct I (live) Acct I (online) Acct 4 (online)	
<b><u>SPRING 2020</u></b> Acct II (live) Acct 5 (live) Acct 68 (online)	<b><u>Spring 2021</u></b> Acct II (live) Acct 5 (live) Acct 68 (online)	<b><u>SPRING 2022</u></b> Acct II (live) Acct 5 (live) Acct 68 (online)	

**2) What changes, if any, have been made since the last Program Review?**

Incorporation of more frequent offerings of elective courses in accounting in association with business curriculum.

**3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?**

Data reflect that course completion exceeds 75% in online classes with just two-thirds completion in traditional, classroom delivery model.

**4) Reflecting on the responses above, what are the goals for the next program review cycle?**

Program currently provides teleconferencing with students who may otherwise want to take online courses but desire a classroom setting. This may lead to higher success attainment in this area.

## 4. Curriculum

**A. List any new courses or program changes since the last program review. Be sure to include if any new courses have approved prerequisites or corequisites.**

At this time there are no course offerings scheduled before the academic chancellor.

**B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.*)**

Frequency of course offerings of Managerial Accounting and Personal Financial Planning; income tax course, less frequent.

1) **CURRICULUM CURRENCY:** Verify that all Transfer Level Courses are current and aligned for transfer. (May require reviewing ASSIST or meeting with Articulation Officer.)

Verified

2) **CURRICULUM DEVELOPMENT:** Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation. (Contact Articulation Officer for additional information.)

Verified

C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. (NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)

N/A

D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum (including all modes of delivery)?

Full time and adjunct faculty attend college "Best Practices" meetings on campus, regional Accounting and Business Development conferences. Department participates in annual Business Workshop Consortium whereby community and business leaders are hosted by Career and Technical Education Dept. During this session, business leaders are informed of modifications to our curriculum and inquiries are made seeking their guidance and input.

## 5. Internal Factors (see Handbook for additional information)

A. **Strengths:** Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.

**PROGRAM REVIEW RESPONSE from OCTOBER 2012.**  
**From #5 Program Status:** What is going well and why?  
The Department has recently increased the number of adjuncts to service our student population.

- Ms. Danielle Jeffers is a Barstow Community College graduate. She holds a triple major in the areas of Accounting, Finance and Management from Cal State University, San Bernardino. She also attained an MBA with an emphasis in Entrepreneurship.
- Mr. Joseph Williams holds a Masters in Finance and Accounting (MAFM) and an MBA

B. **Weaknesses:** The program or department's *internal* vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.

As noted, combining Financial Accounting courses and incorporating Managerial Accounting as a transfer course is a task worthy of the dept. However, since the last review period we have yet to accomplish this task.

## 6. External Factors *(see Handbook for additional information)*

**A. Opportunities:** *Current trends and events occurring **outside** the department 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.*

1. Offering More Online & Hybrid Classes
2. Better communication and partnership with four-year institutions.

**B. Threats:** *Current trends and events occurring **outside** the department 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.*

Changes in administration policies which impact enrollment might jeopardize student success. Furthermore, budgetary issues and adjunct training, continuing education are concerns.

## 7. Continuing Education/Professional Development

**A. What continuing education and/or professional development activities have program/unit members attended during the current cycle?**

Full-time instructor completed coursework toward Personal Financial Planning Certificate at UC. Part-time faculty continue attending seminars and, through application, maintain currency in field.

**B. How did this benefit your department and the College?**

Broadens the instruction element in many cross-disciplinary areas related to accounting.

**C. What are the plans for continuing education and/or professional development in the upcoming cycle?**

Full-time faculty scheduled to sit for CFP exam; faculty member did not pass exam. Plans to retake within future. Faculty does maintain currency in finance related field by holding life insurance license. Also, lead faculty completed ten-year term, ending in '17, as board member of Northeast Business and Economics Association, a consortium of New England business schools.

## 8. Prior Goals/Objectives

- Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*
- If the program does not have prior goals and objectives, please explain.

The success rate is 74.41% with online attaining 76.11% and traditional instruction 63.83% Overall completion rate is 89.12% with online and traditional rates showing 89.08% and 89.36%, respectively. The incorporation of current editions has allowed for greater regulatory understanding in the accounting field for our students, in addition to emphasizing the importance of fundamental analysis essential to accounting. Our recent additions to our faculty have also contributed to our success rate, goal attainment. Through these evaluations faculty will continuously incorporate supplemental readings and outside



sources (Journals, PDFs, annual Reports of publicly traded companies) in assisting student achievement. Continued improvement functions along the aforementioned.	
---	--

## 9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.
- B. **ALIGNMENT:** Indicate how each Goal is aligned with the College’s Strategic Priorities.
- C. **OBJECTIVES:** Define Objectives for reaching each Goal.
- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further “close the loop” on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. (*See Handbook for additional examples.*)

Complete the following table with your Program’s ACTION PLAN, which must include a minimum of 3 goals:

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<p><b>#1</b> Develop and produce graduates who:</p> <ul style="list-style-type: none"> <li>I. Understand and can apply fundamental concepts of our disciplines.</li> <li>II. Communicate effectively, both orally and in writing.</li> <li>III. Conduct sound research.</li> <li>IV. Address issues critically and reflectively.</li> <li>V. Create solutions to societal problems.</li> <li>VI. Work well with others.</li> <li>VII. Respect persons from diverse cultures and backgrounds.</li> </ul> <p>Are committed to open-minded inquiry and lifelong learning</p>	<p><i>List all that apply:</i>  <b>Foster</b> innovative learning environment  <b>Provide</b> Successful college learning experience  <b>Promote</b> and support student engagement</p>	<p><b>#1</b> #1 To increase the number of accounting students who successfully complete their degree before transferring to a four-year institution</p>	<ul style="list-style-type: none"> <li>- Review all Course Outline of Records</li> <li>- Annually Update Course Outline of Records</li> <li>- Standardize SLOs</li> </ul>	<ul style="list-style-type: none"> <li>1. Course Completion Rates..</li> <li>2. Course Success and Retention Rates..</li> <li>3. Transfer and Completion Rates of Social Science Students</li> </ul>
		<p><b>#2</b> #2 To increase the number of students that successfully complete social science courses through offering workshops and supplemental resources that enhance their learning of course material</p>	<ul style="list-style-type: none"> <li>- Regularly review available resources that can help enhance student learning</li> </ul>	<ul style="list-style-type: none"> <li>1. Course Success and Retention Rates..</li> <li>2. The number of workshops and supplemental resources that enhance student learning offered to students</li> </ul>
		<p><b>#3</b> #3 To increase partnerships and working relationships with four-year institutions...</p>	<ul style="list-style-type: none"> <li>- Review a list both free and paid workshops, conferences, webinars that faculty can attend.</li> <li>- Reach out and visit faculty of other regional colleges and universities to develop a list of best practices...</li> </ul>	<ul style="list-style-type: none"> <li>1. The number of conferences and professional meetings attended by faculty...</li> <li>2. The number of calls and or visits to faculty members at four-year institutions</li> </ul>
<i>Additional Information:</i>				
<p><b>#2</b> Increase discussion and dialogue between full-time and part-time faculty of Acct. Dept</p>	<p><i>List all that apply:</i>  <b>Foster</b> innovative learning environment  <b>Provide</b> Successful college learning experience  <b>Promote</b> and support student engagement ct/ develop excellent employees</p>	<p><b>#1</b> #1 To increase the number of planned and scheduled faculty conversations and interactions between faculty members</p>	<ul style="list-style-type: none"> <li>- - Assign full-time faculty two part-time faculty mentees</li> </ul>	<p>Contact made during faculty evaluations.</p>
		<p><b>#2</b> #2 To improve numbers and averages on the Social Science Faculty</p>	<ul style="list-style-type: none"> <li>- Annually give the Faculty Departmental Survey -</li> </ul>	<p>Annual Faculty Departmental Survey Assessment Results</p>

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
				Departmental Survey Assessment	Assessment to full-time and part-time faculty
			#3	#1 To increase the number of planned and scheduled faculty conversations and interactions between faculty members	-- Assign full-time faculty two part-time faculty mentees
					Contact made during faculty evaluations.
	<i>Additional Information:</i>				
#3	Broaden curriculum to include finance related courses	<b>Foster</b> innovative learning environment <b>Provide</b> Successful college learning experience <b>Promote</b> and support student engagement	#1	Increase number of Accounting course offerings	Enhance course curriculum
			#2	Develop a business club/society	Devise blueprint for course in association with standards imposed by Associated Student Government (ASG)
			#3	Encourage public speaking and showcase projects across disciplines.	Provide campus wide discussions whereby students address issues relevant to private/public finance
	<i>Additional Information:</i>				

## 10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

**IMPORTANT: A BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
Broaden curriculum to include finance related courses	<b>Foster innovative learning environment</b> <b>Provide Successful college learning experience</b> <b>Promote and support student engagement</b>	Requesting Flat Screen monitor positioned in foyer of BCC Library. This medium would present current business related news from Bloomberg, Wall St. Journal, and other outlets. Its positioning would grant student access to domestic and global financial topics discussed in classes. Given our demographic, many students lack disposable income necessary for private cable package monitoring financial activity. Therefore, such exposure should enhance the learning environment for both those in enrolled in business class and other disciplines.	The cost of such a monitor would entail fixed instillation estimated at \$600 with a monthly variable cost for providing the cable network of \$150.	Yes; lead faculty has discussed allocation proposal with dean of CTE	Alternative funding might be available through library resource budget, student services.
		Requesting funding for faculty career development. Such funds would be utilized for seminars and faculty presentations	\$3,500 per annum	Lead faculty has discussed allocation during previous academic year	

<b>Annual Update #1</b>	Academic Year: <input style="width: 90%;" type="text"/>
-------------------------	---

**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)  
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

**2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)**

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<b>#1</b>		#1		
		#2		
		#3		

**Goal #1 Annual Update:** (Assess progress made toward goal attainment)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1			<input type="checkbox"/>
		#2			
		#3			

**Goal #2 Annual Update:** (Assess progress made toward goal attainment)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1			
		#2			
		#3			

**Goal #3 Annual Update:** (Assess progress made toward goal attainment)

### 3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

**IMPORTANT:** A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

<b>Annual Update #2</b>	Academic Year: <input style="width: 90%;" type="text"/>
-------------------------	---

**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)  
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

**2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)**

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<b>#1</b>		#1		
		#2		
		#3		

**Goal #1 Annual Update:** (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1		<input type="checkbox"/>
		#2		
		#3		

**Goal #2 Annual Update:** (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

**Goal #3 Annual Update:** (Assess progress made toward goal attainment)

### 3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

**IMPORTANT:** A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source