

Peralta Community College District

Berkeley City College

College of Alameda

Laney College

Merritt College



Admissions & Records Program Review

2015-2016

Fall 2015

Table of Contents

Definitions

Administrative Unit: An administrative unit is responsible for providing specific services throughout the college and/or provides services necessary to support the overall operation of the college.

Administrative Unit Outcome (AUO): a statement that describes the benefit that an administrative unit hopes to achieve that is a result of the work that the unit performs. Each AUO must be measurable with defined criteria.

Assessment: Measurement of a service area outcome. Self-assessment and evaluation surveys can provide the data. Collecting and analyzing the evidence leads to improvement of the unit's effectiveness.

Department/Program: An individual area of service within the college.

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

Retention: After the first census, the percent of students earning any grade but a "W" in a course, series of courses, or program.

Service Area Outcome (SAO): a statement that describes the benefit that a department or support service unit hopes to achieve that is a result of the work that the unit performs. Each SAO must be measurable with defined criteria.

SSSP: Student Support Services Program (formerly called matriculation). Services are required by the Seymour-Campbell Student Success Act of 2012. These services includes orientation, assessment and placement, educational planning, counseling, advising and follow-up services.

Student Success: Completion rates with a grade "C" or better. Completion rates can be at the course, program, degree or certificate level.

Admissions & Records Program Review

1. College: Berkeley City College

Department, Program or Administrative Unit: Admissions & Records

Date: 10/27/15

Members of the Department, Program or Administrative Unit Program Review Team: Loretta Newsom, Elinor Chin, Tam Vo, Gail Pendleton, Windy Franklin

Members of the Validation Team:

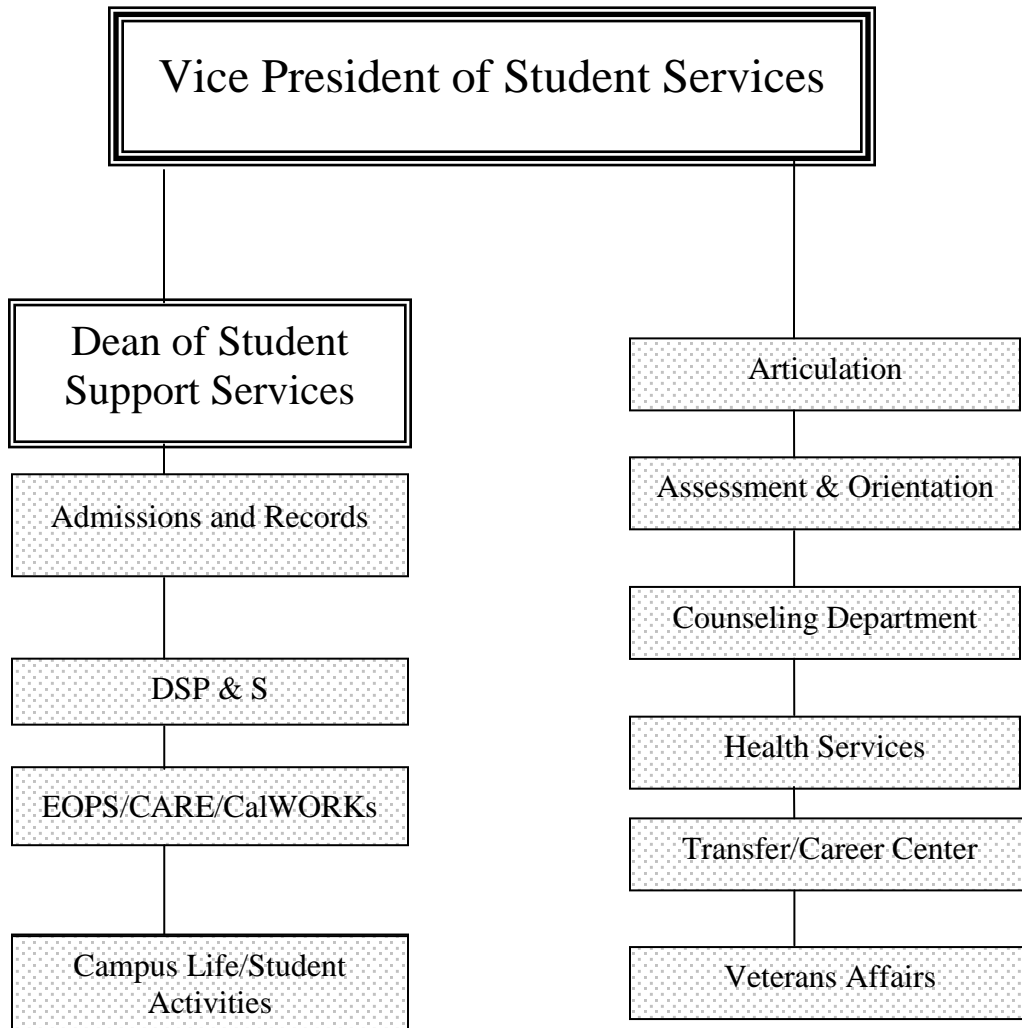
2. Narrative Description:

The Admissions & Records (A&R) Office serves as the first point of access to the colleges for new students and the general public. Admissions and Records is dedicated to student access and success by providing accurate, timely and exceptional customer service regarding application, registration and academic policies while providing responsive and respectful service to students, faculty, staff and the community.

3. Organizational Chart:

The Admissions & Records Office is located in the Student Services area. We serve under the Dean of Support Services who in turn serves under the Vice President of Student Services. Our office works close in proximity to the services provided to the student, admissions, assessment, orientation, counseling, financial aid, welcoming center and the cashier's office. Admissions & Records along with Assessment, Orientation, and Counseling has teamed up to provide a one stop service, providing students with assessment, orientation, counseling and the online enrollments to ensure that all needs are met prior to the beginning of each semester. Student Ambassadors are available to help students successfully navigate the online class enrollment to make necessary changes to their programs by providing customer services and technological assistance. Admissions & Records ranked favorable by students through the Student Learning Outcome Survey, which showed the 75% to 84% strongly agreed that the Admissions & Records Office provided quality service to our students. The Admissions & Records Office is in collaboration with the Veterans Service Office to implement the new Federal and State guidelines pertaining to Veterans Access, Choice and Accountability Act. Effective to start no later than July 1, 2015 which gives veterans two (2) years waiver of in state fees to decide if they want to become California residents, with the implementation of the Financial Aid in PeopleSoft work closely with their office in processing student program plans, change students majors, and the student term withdrawals. Implement the new Ed Code 76200 FERPA overview of new State and Federal Laws. Implement the new Ed Code 48800-48802 and 76002 which allows high school students to enroll in PE/KIN classes at community colleges.

Berkeley City College Student Services Organizational Chart



4. Student Demographic Data:

For Departments and Programs, please enter the following demographic data for the past three years.

GENDER

Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	2,549	5,899	6,805	2,286	6,756	7,244	2,396	7,440	7,173
Male	1,759	4,614	5,382	1,733	5,536	5,973	1,683	6,457	6,305
Unknown	150	321	352	124	390	359	93	221	185
Grand Total	4,458	10,834	12,539	4,143	12,682	13,576	4,172	14,118	13,663

AGE

Headcount	Term						
	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16	9	40	23	10	44	32	14
16-18	248	311	1,431	273	351	1,829	451
19-24	6,769	2,155	6,386	7,692	2,211	7,452	7,826
25-29	2,149	606	1,849	2,318	655	2,013	2,327
30-34	1,169	356	978	1,153	336	985	1,092
35-54	1,703	523	1,510	1,606	450	1,363	1,421
55-64	357	104	376	370	88	314	371
65 & Above	135	48	129	154	37	130	161
Grand Total	12,539	4,143	12,682	13,576	4,172	14,118	13,663

ETHNICITY

Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	18	36	28	6	31	29	1	28	26
Asian	894	1,712	1,968	795	1,950	2,190	912	2,471	2,517
Black/African American	913	2,137	2,468	824	2,529	2,445	687	2,533	2,281
Filipino	99	231	278	88	258	280	76	340	271
Hispanic	581	1,634	1,774	559	1,993	2,083	563	2,314	1,999
Multiple	536	1,446	1,735	601	1,935	2,171	675	2,277	2,260
Other Non white	21	61	62	9	47	41	7	30	26
Pacific Islander	13	48	44	13	37	31	7	41	60
Unknown/Non Respondent	314	750	733	208	574	543	151	519	497
White Non Hispanic	1,069	2,779	3,449	1,040	3,328	3,763	1,093	3,565	3,726
Grand Total	4,458	10,834	12,539	4,143	12,682	13,576	4,172	14,118	13,663

- Using the data entered for your department, program or administrative unit above, briefly explain the changes in students served for the past three years. Admissions & Records had seen and increased improvement with the resources from the IT District Department. We still need to improve the application turnaround time to less than 24 hours before a student can go online to add classes. Campus staff can now reset the student password and enter new email addresses at the counter. The New CCCApply application will ask the student to choose one of the four colleges based on Financial Aid data that required students to have a major. The application process has a feature that will notify non-exempt students what to do next. The BCC website will direct students to the CCCApply application. The new application also allows students to apply for the BOGW Fee Waiver. A new paper application has been designed for incarcerated students only. The features of the new CCCApply are the International Student Application (free) and the Bilingual Application. Students are using the online feature more to add and or drop classes and the usage of the Credentials Solutions to order official transcripts. The brochure/college information racks with Admissions & Records Official Forms are located in the Welcome Center area has been widely used by the students.

5. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report, if applicable, for your department, program or administrative unit.

Questions:

- How does your department, program or administrative unit ensure that students are aware of the program level outcomes and/or service area outcomes for your area? Where are the program level outcomes and/or service area outcomes published? If they are on a website, please include a live link to the page where they can be found. The Admissions & Records survey was completed in Spring 2015 and has shown that students are able to increase their impendence in managing their academic affairs when using the New CCCApply application, access to Moodle resources and features for their classes, time management that refers to Add and or Drop Forms, tuition and book refunds, petitions and other deadlines. Services Area Outcomes gave us shorter lines during Peak Registration which showed that 74% of the students understood the online enrollment process, 84% understood the need to complete the assessment, orientation and counseling prior to enrolling into classes, 83% were aware of the importance of following college policies as they will assist in academic, personal and professional goals. Go the following website for the link to Student Service Programs.
http://www.berkeleycitycollege.edu/wp/student_service_programs
- Briefly describe at least two of the **most significant changes/improvements** your department, program or administrative unit made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the program level outcome and/or service area outcome and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Improvement 1.

Student Program Plan: High school students are given letters of early proposed graduation dates by the principals of their high schools are given a student program plan to change their status from high school to a matriculating student and given an college orientation, placement assessment, counseling and enrollment dates to go online to add their classes for the new semester. This has proven to be very successful and has led to special high school dates set up by the Vice President of Student Services.

Improvement 2.

This program has not gone live but will impact the service offered to our students.

Academic Advisement: Is the application within the PeopleSoft Campus Solution that will be a process used by Admissions & Records Technicians and Counselors.

Academic Advisement: This is the application with PeopleSoft Campus Solutions (has not gone live) that is used to track the requirements and policies that a student must satisfy in order to graduate. As a student progresses toward graduation, the Academic Achievement audit engine analyzes all courses, restrictions, pre-conditions, or conditions completed (both successfully and unsuccessfully) by the student. The application determines what requirements are still outstanding. Using data from the Student Records tables and requirements entered on Academic Advisement Tables, this application automatically tracks the student's degree progress.

Academic Advisement provides these business processes:

- ✓ Defines and tracks graduation requirements
- ✓ Design degree audit reports
- ✓ Evaluates student degree progress
- ✓ Create a Student Education Plan (SEP)

The advisement report is the degree audit report that reflects a student's progress towards graduation. This report is the core function of the Academic Achievement Application. The report indicates whether the student needs to satisfy outstanding requirements. The advisement report will also show courses currently in progress. Using the what-if advising capabilities, students can run a simulated advisement report that shows degree progress based on a different or additional major (academic plan).

The Student Educational Plan (SEP) functionality provides counselors with a tool to plan students' courses for an individual term, multiple terms, or for their entire stay at the institution. After courses are added to the SEP, student can enroll in courses through PassPort using Class Search directly from their Advisement Report or from their planner.

The new technology will help student stay on track academically and will help make well-informed choices about their major and educational goals. The Advisement Report offers students the latest program information that will assist them in finding a program that meets their needs and interests.

The Admissions & Records Office plans to conduct a new survey during the Fall 2016 semester to gage our program level and or service area improvement based on the survey conducted in Fall 2014.

Assessment Findings Action Plan

- Briefly describe two of the **most significant examples** of plans for program level and/or service area improvement for the next three years as result of what you learned during the assessment process. Please state the program level outcome and/or service area outcome and attach the data from the “Assessment Findings and Action Plan” section of TaskStream, if applicable, for each example.

Plan 1.

With the implementation of Financial Aid in PeopleSoft technology changes that requires more collaboration with Financial Aid on new software upgrade/processes as a result of technological implementations.

Plan 2.

Veterans: Collaborate with the Veterans Service Office to implement the new Federal and State guidelines pertaining to Veterans Access, Choice and Accountability Act. Effective to start no later than July 1, 2015, veterans will be given a two (2) year waiver of in-state fees to decide if they want to become a California Residents.

Continue to implement the new Ed Code guidelines pertaining to high school students enrolling in Physical Education and Kinesiology classes at community colleges.

- Describe your department, program or administrative unit’s participation in assessment of institutional level outcomes (ILOs).

Institutional Level (ILO’s) N/A (**Do not understand the question**)

Admissions & Records has minimal involvement in ILO’s but will implement and support BCC college institutional goals 2015-16.

- How are the program level outcomes and/or service area outcomes aligned with the institutional level outcomes and to the college mission? Please describe and attach the “Goal Alignment Summary” from TaskStream, if applicable.

Admissions & Records will implement and foster any relationships and participate in partnerships with groups outside the college such as Emery High School, contract education program, and Multimedia partnership with Youth Radio.

- What do members of your department, program or administrative unit do to ensure that meaningful dialogue takes place in both developing and assessing the program level outcomes and/or service area outcomes?

The Admissions & Records staff keeps a suggestion box at the counter for comments from students, post flyers of upcoming dates that effect and allows a student to make decisions, on grading policies, refunds, graduation petition deadlines, dynamically dated classes and drop dates.

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting?

The survey finding showed that students were more likely to go online to enroll in classes, order transcripts and master the access to Moodle and Turn It In for their online classes. This became apparent during peak registration.

- How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?

Admissions & Records considers our program effective when we get shorter lines during peak registration and the majority of students in the lines are high school students and students repeating classes, not regular enrollment classes.

6. Student Success and Student Equity:

For Specialized Support Services Programs:

- Describe course completion rates (*% of students that earned a grade “C” or better or “Credit”*) in the courses within your program for the past three years. Please list each course separately. How do the program’s course completion rates compare to the college course completion standard? **N/A**
- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe. **N/A**

College course completion standard _____

Program’s course completion rates:

Course 1. _____	_____	_____	_____
(course name and number)	rate, year 1	rate, year 2	rate, year 3

Course 2. _____	_____	_____	_____
(course name and number)	rate, year 1	rate, year 2	rate, year 3

Course 3. _____	_____	_____	_____
(course name and number)	rate, year 1	rate, year 2	rate, year 3

Etc.

Discussion:

- Briefly describe the program’s overall retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses) for the past three years. How does the program’s retention rate compare to the college retention standard? **N/A**
- Are there differences in the retention rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe. **N/A**

College retention standard _____

Program retention rates:

Year 1. _____

Year 2. . _____

Year 3. . _____

- What has the program done to improve course completion and program retention rates? What is planned for the next three years? **N/A**

Please provide the following information about these specific SSSP services, as applicable, for students in your program, for the past three years. **N/A**

	Year 1.	Year 2.	Year 3.
Number of students that completed orientation			
Number of students that completed assessment			
Number of completed Student Educational Plans (SEPs)			
Number of Abbreviated versus Comprehensive SEPs			
Total number of follow-up services			
Number of Early Alert referrals			

- What has the department/program done to improve SSSP services? What is planned for the next three years?

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount _____

Part-time faculty headcount _____

Total FTEF faculty for the discipline, department, or program _____

Full-time/part-time faculty ratio _____

Classified staff headcount, if applicable _3 FTE_____

Administrative staff:

Other:

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

Staffing needs: 1.0 FTE – Admissions & Records Technician

The increase in our staff would give us the assistance and an extra person at the counter, and evaluator to cover the volume of degrees/certificates petitions that are submitted each semester. Short staffed in classified hiring area, does not allow us to meet enrollment growth and provide the service needed to meet the student population growth, computer equipment that is too slow to meet the volume overload which forces student to be in line unnecessarily. A total of five (5) new computers are needed one (1) at the front counter, three (3) in the office, one (1) additional printer at the front counter and five (5) ergonomic chairs.

- Describe your current utilization of facilities and equipment.

Space Allocation:

The space allocated to Admissions & Records is too crowded and has no privacy for students to bring their concerns and personal documents to staff members. It is a very crowded work area for students and staff. The need is for the counter to have extended booth like build out to allow students to walk up like a private counter.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

Technological Needs:

We need five (5) new computers, five (5) ergonomic chairs and one (1) printer in Admissions & Records Office. We need a timely response time from IT Department to response to student request for a reset of their log in and password while they wait to add classes online. We need the District to post a note on the application in bold red that student returning to the Peralta District will not get a “welcoming back email” while they wait weeks for someone to tell them their application is in the system.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

Key Facility Needs:

The Admissions & Records facility needs would be to raise the barrier at each station to give students more privacy when they come to the counter and address their concerns. See space allocation above.

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and/or staff have engaged in institutional efforts such as committees, presentations, and departmental/program activities. Please list the committees that full-time employees participate in.

Committees:

The Admissions & Records staff serves on the Technology Committee, Classified Senate Committee, participate in the Foster Youth and Homeless Students informational workshops presented by the Financial Aid Office; participate in programs and presentations about the Admissions & Records Office to provide an overview of the application, admissions and enrollment process. Serve as secretary to the Peralta Chapter SEIU Local 1021.

- Discuss how faculty and/or staff have engaged in community activities, partnerships and/or collaborations.

Professional Development:

The Admissions & Records staff will participate in the “Training in Microsoft Office Ranking”, CACCRAO Conference for Admissions & Records Officers (Registrars, Deans, and Directors), Classified District Workshops on “Managing Stress In Your Work Environment” and “Dealing with Difficult People” these workshops are open to classified Staff.

- Discuss how adjunct faculty members and/or part-time hourly employees are included in departmental or program trainings, discussions, and decision-making.

Departmental or program trainings, discussions and decision-making:

Collaboration with the Student Services staff departments; Assessment, Counseling, Financial Aid, DSPS, EOPS, CalWORKs, CARE, Learning Communities, Veterans Services, First Year Experience (FYE) on student program plans, surveys, student major changes, petitions, special high school enrollment.

9. Professional Development:

- Please describe the professional development needs of the department, program or administrative unit. Include specifics such as training in the use of technology, use of online resources, cultural sensitivity, mentoring, and activities that help individuals stay current with their job responsibilities, etc.

The Admissions & Records staff will participate in the “Training in Microsoft Office Ranking”, CACCRAO Conference for Admissions & Records Officers (Registrars, Deans, and Directors), Classified District Workshops on “Managing Stress In Your Work Environment” and “Dealing with Difficult People” these workshops are open to classified Staff.

10. Department, Program or Administrative Unit Goals and Activities:

- Briefly describe and discuss the department, program or administrative unit’s goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

Continue to partner with assessment, orientation and counseling in the one-stop SSSP process to ensure that the students in the program have access to the enrollment online.

Continue to work with Financial Aid as their office is implemented in the PeopleSoft System to process in a timely manner Student Program Plans, Changes in Majors and the process of Student Term Withdrawals.

Implement the state guidelines to enroll high school students in community college PE/KIN classes.

Work closely with the Veterans Department to get the Veterans, Access, Choice, and Accountability Act available to assist non-resident veterans as they apply for the two year waiver.

- Then fill out the goal setting template included in Appendix B. which aligns your department, program or administrative unit’s goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Support Services:**

Admissions & Records will assist the student through CCCApply online application process. The student will continue the process of matriculation through, assessment, orientation, counseling, and enrollment online or at the Admissions & Records counter.

- **Goal 2. Assessment (of SAOs or AUOs):**

Admissions & Records (SAO) Spring 2015 survey findings outcome.

3.95- after my initial contact with A & R, I understood the enrollment process.

3.83- After completing the online Admissions application, I understood that I may need to complete assessment and counseling service prior to registration.

3.90- I am able to log into my PassPort Student Center to add and drop classes, view my class schedule.

4.09- I am aware of that I am request official transcripts online.

4.11- I am aware of the importance of following specific policies and procedures.

- **Goal 3. Student Success and Student Equity:**

Admissions & Records will partner with Assessment, Orientation, Counseling and the other stakeholder group interested in development and writing of the Student Success and Support Equity Program.

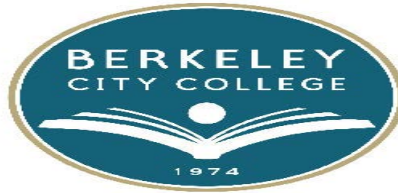
- **Goal 4. Student Success:**

Admissions & Records will base student success on their awareness of time management that refers to grading policies, refunds, adding and dropping of classes, petitions and other deadlines. Based on resources provided by the college resource staff, Admissions & Records, printed and posted data and computer access in the Welcome Center will understand the options available and the consequences of their impact on society and self.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Admissions & Records Office will work in partnership with all stakeholder groups related to the implementation of the SSSP Program.

Process Student Program Plans for high school groups for early enrollment, work with the enrollment of Contract Education students from Emery High School, and Youth Radio with students under the Multimedia Partnership Program.



PCCD Institutional Goals 2015-2016 Berkeley City College Institutional Goals 2015-2016

Advance Student Access, Equity, and Success

- Achieve Equitable Academic Access and Success

Engage and Leverage Partners

- Foster Partnerships with Educational Institutions, Community Organizations, and Businesses to Ensure Equitable Educational Opportunities for Success

Build Programs of Distinction

- Design, Implement, and Support Programs of Distinction and Educational Pathways Leading to Access, Excellence, and Success

Strengthen Accountability, Innovation, Collaboration

- Strengthen Institutional Accountability through Continuous Quality Improvement, Collaboration, and Innovation.

Develop Resources to Sustain and Advance our Mission

- Promote Recognition of BCC and Advocate for more Local, State, and Federal Resources to Advance Equitable Educational Excellence

Appendix A

Non-Instructional Department, Program or Administrative Unit Program Review Prioritized New Resource Requests Summary

College: BERKELEY CITY COLLEGE

Discipline, Department or Program: ADMISSIONS & RECORDS

Contact Person: LORETTA NEWSOM

Date: 10/27/15

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty				
Human Resources: Classified	1 FTE A&R Technician	1st		
Human Resources: Student Workers	1 Student Worker	3rd		
Technology	5 New Computers	2nd		
Equipment	New Printer	6th		
Supplies	5 new office chairs	7th		
Facilities	Privacy barriers at each station	5th		
Professional Development	CACCRO Conferences & Classified Workshops	4th		
Other (specify)				

Appendix B

PCCD Program Review Alignment of Goals Template

College: _____ BERKELEY CITY COLLEGE _____

Department, Program or Administrative Unit : ADMISSIONS & RECORDS _____

Contact Person: LORETTA NEWSOM _____

Date: _____

Department, Program or Administrative Unit Goal	College Goal	PCCD Goal and Institutional Objective
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College: **BERKELEY CITY COLLEGE**

Department, Program or Administrative Unit: **Admissions & Records**

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Department, program or administrative unit planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the department, program or administrative unit planning goals and are aligned to the college goals.</p>	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with a timeline for resubmission to the validation chair.
<input type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

Print Name

Signature

Date

Counseling Department Chair

Print Name

Signature

Date

Received by Vice President of Instruction or Vice President of Student Services

Print Name

Signature

Date

