

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

PART 1 -	Program Information	
1a) Program Name:	<b>Sankofa Scholars Program</b>	Enter the name of the program being reviewed.
1b) Name(s) of the author(s) of this report:	Pauline Wethington	Enter the name or names of those who authored this CPR.
1c) How many students are served by this program annually and is this number trending up, even, or down?	<p>Annually, 30 students are added to the cohort each fall quarter. There are 50 Sankofa students being served each quarter, and continue until they graduate and transfer.</p> <p>The expatiations of the program are to 1) increase the success and persistence of African-Ancestry students through the community college experience and transfer to the university. 2) develop leaders, 3) to increase enrollment of African-Ancestry students.4) to increase the connection of African Ancestry students in Sankofa Scholars program to foster a culture of academic success within a culturally relevant context.</p>	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
1d) Who are the typical students served by this program?	Sankofa Scholars program is severing African-Ancestry students to achieve and increase retention rate in Math and English classes. To prepare students to set goals develop an educational plan to be successful at DeAnza College.	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?
PART 2 -	MISSION and Accreditation Standard II.B.1	
2a) What is the program Mission Statement?	The Sankofa Scholars Program is open to all students and is specifically designed to address the retention, persistence and success of African-Ancestry students. The overall goal is to provide students with a wide variety of resources and tools to assist them in achieving their academic objectives.	Cut/paste or type in the program's most current Mission Statement.
2b) In what ways and to what extent does the program assure the quality of its	The Sankofa Scholars Program at De Anza College enables students to see themselves within a <b>positive historical and cultural context</b> that values the traditions, wisdom, accomplishments, suffering and perseverance from the past to positively impact their lives and community. This includes seeing other people and ideas with the respect that is due to all cultures. The quality of services is	Please address part 1 of <b>Accreditation Standard II.B.1</b> -The institution assures the <b>quality</b> of student support services ....

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services to students?	closely monitored through systematic meetings and consultations to calibrate students instructional and counseling needs. A student survey was conducted to gather student input about the program, their needs, and perceived programmatic gaps. This input has served in planning course offerings, seeking culturally competent instructors as well as identifying professional development the need for dedicated instructional faculty.	
<b>2c)</b> In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?	<p>Sankofa students participate in a broad spectrum of cultural and academic experiences supported and coordinated by SSRS faculty. This provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world.</p> <p>The Sankofa program is monitoring student progress to intervene at critical time points in the student’s academic terms. Counseling interventions are intrusive and aim at early identification of academic support, time management or other needs. This is consistent with De Anza College’s mission.</p>	<p>Please address part 2 of <b>Accreditation Standard II.B.1</b> -The institution ... demonstrates that these services, regardless of location or means of delivery, support student learning and enhance <b>achievement of the mission</b> of the institution.</p> <p>The college Mission Statement can be found at:  <a href="http://deanza.edu/about/mission.html">http://deanza.edu/about/mission.html</a></p>
<b>PART 3 -</b>	<b>Accreditation Standard II.B.3</b>	<b>Accreditation Standard II.B.3</b> - The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
<b>3a)</b> In what ways and to what extent does the program assure equitable access for all students?	<p><b>The Sankofa Scholars program works with culturally diverse, disadvantaged underserved and underprepared African-Ancestry students to support them achieve the following</b></p> <ul style="list-style-type: none"> <li>• Student Access: access to courses, program and plans to transfer and/or degree-certificates.</li> <li>• Success: students successful completion of important courses in Math and English, successful obtainment of a degree or transfer to a four institution.</li> <li>• Persistence: continued attendance from one team to the next <b>or</b> from one year to the net year.</li> <li>• Excellence: higher level academic accomplishments such as enrollments in science, technology, engineering, or mathematics courses, and transfer to selective institutions. Engaging Sankofa Scholars students arising to reach their prudentially while being at DeAnza.</li> </ul>	<b>Accreditation Standard II.B.3.a</b> - The institution assures <b>equitable</b> access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.
<b>3b)</b> In what ways and to what extent does	Although the Sankofa Scholars Program (SSP) focuses on providing instructions, and academics/retention support emphasizing the social and	<b>Accreditation Standard II.B.3.b</b> - The institution provides an environment that encourages personal and civic

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<p>the program provide an environment that encourages personal and civic responsibility?</p>	<p>cultural dynamics of Black students. Sankofa Scholars students are encouraged to get involved with various activists at DeAnza taking part in developing a strong community of Black students.</p>	<p>responsibility, as well as intellectual, aesthetic and personal development for all of its students.</p>
<p><b>3c)</b> In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs?</p>	<p>Sankofa gathers student feedback to incentivize program change and improvements. Survey findings provide input for shaping the course offerings and to highlight the need for culturally competence among those serving them. There is a need to evaluate the counseling and academic advising function. Evaluation would be from the Dean, Counseling and Matriculation, counselors and advising following program requirements to continue creating implement new things to improve the program success.</p>	<p><b>Accreditation Standard II.B.3.c</b> - The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)</p>
<p><b>3d)</b> In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?</p>	<p>The concept of Sankofa is derived from the King Adinkera of Akan people of West Africa. Sankofa is expressed “Sankofa” teach us that we must go back and gather the best of what our past has to teach us, so that we can achieve our full potential as we move forward. Whatever we have lost, forgotten, forgone or been stripped of, can be reclaimed, revived, preserved and perpetuated. Visually and symbolically “Sankofa” is expressed as a mythic bird that flies forward while looking backward with an egg (symbolizing the future) in its mouth. When moving forward this appreciating the diversity program serving all students. These traditions are the cornerstone of the values of the program. Appreciation of diversity among African-Ancestry students begins with the appreciation of their own identity and culture. In addition to proving a culturally congruent educational experience in the classroom, Sankofa also brings speakers and role models to strengthen their appreciation for diversity. In the last year, SSRS has focused efforts on developing linked communities among the students who participate in Puente, FYE, and Sankofa.</p>	<p><b>Accreditation Standard II.B.3.d</b> - The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.</p>
<p><b>3e)</b> In what ways and to what extent does the program regularly evaluate admissions and placement instruments and</p>	<p>Not enough is being done to work with this population of Sankofa Scholars students attending DeAnza College. Many of them feel they are not accepted by admissions and assessment (placement) and don’t feel supported. Assessment taking and repetition guidelines are inconsistent and students become confused.</p>	<p><b>Accreditation Standard II.B.3.e</b> - The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (Answer only if applicable to the program under</p>

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practices to validate their effectiveness while minimizing biases?		review)
<b>3f)</b> In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?	Sankofa Scholars student’s folders are locked in the cabinet within the Student Success and Retention Services (SSRS) area. Also, backup files on the database are maintained. All procedures follow college policies to safeguard student confidentiality.	<b>Accreditation Standard II.B.3.f</b> - The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
<b>PART 4 -</b>	<b>Staffing</b>	
<b>4a)</b> Have there been any significant <b>staffing</b> changes since the last CPR in 2008-2009?	The last 5 years of the program has been marked by significant staffing changes. In 2013-14, The Sankofa Scholars Program changed from 3 Co-Coordinators to 1 Coordinator working with the SSRS director and one instructor from the Social and Behavioral Science division. This change is bringing more stability	Please explain any significant changes in <b>Classified, Faculty, and Administration positions</b> that have occurred over the past five years.
<b>4b)</b> Are there any significant <b>staffing</b> changes that will be needed over the next five years?	There is a shortage of faculty from underrepresented groups that creates instability for this program that negatively affects students. There is a need to hire instructional faculty from African-Ancestry groups to provide the role models for Sankofa students. Culturally competent Faculty dedicated to teach at the basic skills levels is also needed. There is a need for staff renewal periodically as this program is a high touch high intensity and faculty runs the risk of burn-out. In the next five years faculty instructors and coordinator will be going on sabbatical fall quarter 2015. (Interim) Coordinator, Counselor and/or Instructor backfills will be needed during that time. As the program expanded there will be a need for classified staff and faculty to meet the 3SP connections. Also, there will be within the next five years retirements	Please identify any anticipated changes in <b>Classified, Faculty, and Administration positions</b> that could occur over the next five years. (Explain why these changes may be needed i.e. new directions, retirements, policy issues, etc.) (Specifically identify any anticipated <b>Student Success Support and Program (3SP)</b> connections)

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	etc.	
<b>PART 5 -</b>	<b>Facilities</b>	
<b>5a)</b> Have there been any significant <b>facility</b> changes since the last CPR in 2008-09?	None	Please explain any significant changes in program <b>facilities</b> that have occurred over the past five years. (Specifically identify any anticipated <b>3SP</b> connections)
<b>5b)</b> Are there any significant <b>facility</b> changes that will be needed over the next five years?	There maybe a possibly of a change in facility as the Sankofa Scholars Program (SSP) increases over the next five years of more African-Ancestry students. Maintaining current facilities is required to support student learning and provide to learning technologies. The number of students is increasing and additional facility space and/or space reconfiguration may be needed. We share space with 2 other programs used for computer lab and studying.	Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated <b>3SP</b> connections)
<b>PART 6 -</b>	<b>Equipment</b>	
<b>6a)</b> Have there been any significant <b>equipment</b> changes since the last CPR in 2008-09?	Changes in equipment for the program and students have been minimal in spite of significant need of computer availability, updated software, etc. More up to date equipment, computers, and database to hold large population of Sankofa students being served in the Student Success and Retention Services, (SSRS)	Please explain any significant changes in program <b>equipment</b> that have occurred over the past five years. (Instructional and non-instructional)
<b>6b)</b> Are there any significant <b>equipment</b> changes that will be needed over the next five years?	New and more computers, printers needed for students to do work assignments. The need for Ipads has been recently identified to support students and to bring them up to date regarding technological educational tools. More computer stations are needed in SSRS in order to accommodate student demand.	Please identify any anticipated program <b>equipment</b> needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs) (Specifically identify any anticipated <b>3SP</b> connections)
<b>PART 7 -</b>	<b>Operational Costs</b>	
<b>7a)</b> Have there been any significant <b>operational cost</b> changes since the last CPR in 2008-09?	In order for the Sankofa Scholars Program to be effective and successful we will need \$5000 B- budget for field trips, career exploration etc.	Please explain any significant changes in program <b>operational funding</b> that have occurred over the past five years. (B budgets)

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<p><b>7b)</b> Are there any significant <b>operational cost</b> changes that will be needed over the next five years?</p>	<p>The cost for the pasted 5 years has increased with various activities such as the Umoja regional, state wide conferences, summer institute, consortium fee, and field trips etc.</p>	<p>Please identify any anticipated changes to <b>operational cost</b> needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>PART 8 -</b></p>	<p><b>Organizational Alignment</b></p>	
<p><b>8a)</b> Have there been any significant <b>organizational alignment</b> changes since the last CPR in 2008-09?</p>	<p>Sankofa Scholars program alignment has changed greatly. There is now one coordinator, counselor working with SSRS director and instructor liaison between other divisions.</p>	<p>Please explain any significant <b>organizational alignment</b> changes that have occurred over the past five years.</p>
<p><b>8b)</b> Are there any significant <b>organizational alignment</b> changes that will be needed over the next five years?</p>	<p>No priority registration for the Sankofa Scholars Program students under the 3SP. In which this can cause problems getting this group of students in classes meeting requirement to graduate and transfer in a timely manner without going past the 6 years completing undergrad classes.</p>	<p>Please identify any anticipated changes to <b>organizational alignments</b> that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)</p>
<p><b>PART 9 -</b></p>	<p><b>Regulations/Laws/Policies</b></p>	
<p><b>9a)</b> Have there been any significant changes in <b>regulations/laws/policies</b> since the last CPR in 2008-09?</p>	<p>The number of units completed at De Anza impact the date you can register for classes. <i>Effective fall 2014</i>, completed unit total, academic/progress status, and whether students have completed orientation, assessment and an abbreviated (first-quarter) educational plan and have a declared major will impact their registration date. When planning their classes, see information about upcoming and current <i>priority enrollment regulations</i>. Students who do not meet these requirements will either be the ones who will have problems getting classes each quarter and being behind in meeting requirements to graduate/transfer on time.</p>	<p>Please explain any significant changes in <b>regulations/laws/policies</b> that have occurred over the past five years. (Federal, State, Local, District, college, etc.)</p>

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<p><b>9b)</b> Are there any significant changes in <b>regulations/laws/policies</b> that will affect the program over the next five years?</p>	<p><b>Course Repetition, Repeatability and Families (Active Participatory Courses)</b> Stay informed about regulations that govern the <b>number of times a student may repeat a course and limitations that apply</b> for active participatory courses within families. It takes some students more than one time to understand the subject, meaning they will repeat the classes more than one time. This is one of the areas we will be working with Sankofa Scholars students to develop and build ways students can work together to support each and having mandatory tutoring to not fall behind without having to repeat classes.</p>	<p>Please identify any anticipated changes in <b>regulations/laws/policies</b> that could affect the program over the next five years. (Federal, State, Local, District, college, etc.) (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>PART 10 -</b></p>	<p><b>Professional Development</b></p>	
<p><b>10a)</b> Have there been any significant <b>professional development</b> activities for the program (or others) since the last CPR in 2008-09?</p>	<p>Coordinator-Counselor is attending UCB taking courses professional development. Bring in more activities to better server Sankofa Scholars Program. Exposures to indefinite their African roots. Attending Umjoa conferences, Summer Institute, NCORE and other conferences that are related topics and issues in regards to African-Ancestry students. Attended conferences yearly and also a counselor presented at the NCORE conferences 2013 on a program for African-America students focused on Math and English.</p>	<p>Please explain any significant <b>professional development</b> activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.</p>
<p><b>10b)</b> Are there any significant <b>professional development</b> needs for the program (or</p>	<p>Will continue professional development as new staff, faculty instructors and counselors working with the Sankofa Scholars Program to meet the 3SP connections. Meeting requirements of the 3SP would be to recruit more faculties from other divisions to teacher in the Sankofa Scholars Program. Also, workshops and training new faculty on various levels of</p>	<p>Please identify any anticipated <b>professional development</b> needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities. (Specifically identify any anticipated <b>3SP</b> connections)</p>

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<p>others) over the next five years?</p>	<p>teaching style working with a diversity group of students.</p>	
<p><b>PART 11 -</b></p>	<p><b>Curriculum, Student Success, and Equity</b></p>	<p>The 2012-13 course data is located at:  <a href="http://deanza.edu/ir/program-review.12-13.html">http://deanza.edu/ir/program-review.12-13.html</a> .</p>
<p><b>11a)</b> Have there been any significant <b>curriculum</b> since the last CPR in 2008-09?</p>	<p>Last 5 years Sankofa Scholars program has been going through transition within the curriculum. Fall, winter and spring quarter there were no linking of classes. LART 211, COUN 80Y, winter EWRT 1A, ICS 10, spring EWRT 2 and SOC 20. One of the faculty instructor's have been on sabbatical for the pasted 2 fall quarter writing a new curriculum for the Sankofa Scholars Program. To be in line with the Umoja model.</p>	<p>Please explain any significant <b>curriculum</b> changes in that have occurred over the past five years.</p>
<p><b>11b)</b> Are there any significant <b>curriculum</b> issues in that will affect the program over the next five years?</p>	<p>Fall, winter and spring classes will have a connection with LART 211, EWRT 1A, EWRT 2 and COUN 80Y as a cohort building community with the Sankofa Scholars students. Possible using the new Sankofa Scholars curriculum.</p>	<p>Please identify any anticipated <b>curriculum</b> issues in that could affect the program over the next five years. (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>11c)</b> What is the aggregate student success rate in the instructional portions of the program?  Has the <b>60%</b> requirement been met or exceeded?</p>	<p>Over the time period, success rates in COUN80, EWRT001A, EWRT211 and LART211 were at or above 81%. Success rates in EWRT002, READ211 and HUMA20 were between 81%.  Tutoring/mentoring, study sessions, groups and progress report each Quarter 3<sup>rd</sup> 4<sup>th</sup> week of classes. Will continue to increase the outcome and success rate of Sankofa Scholars students</p>	<p>In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above <b>60%</b> <a href="http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf">http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</a>  If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?</p>
<p><b>11d)</b> What are the student success rates between groupings of students?  Is there a success</p>	<p>To achieve this success and exceed the gap for the Sankofa Scholars program will be to hire more faculty instructors, mostly people of color to balance the diversity need we lack at DeAnza College instructional in all divisions.</p>	<p>The college equity goal is to have no more that a 5% student success gap between any groupings of students.  Please explain any gaps exceeding <b>5%</b> and what plans are in place, or are being made, to address closing this gap</p>

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rate gap that exceeds <b>5%</b> between any of these groupings?		
<b>PART 12 -</b>	<b>Other</b>	
<b>12a)</b> Have there been any <b>other</b> significant program changes since the last CPR in 2008-09?	Pasted 5 years there has been coordinator change, not enough diversity's instructors to teach Sankofa Scholars and staff reduction in SSRS.	Please explain any <b>other</b> significant program changes that have occurred over the past five years.
<b>12b)</b> Are there any <b>other</b> significant issues that will affect the program over the next five years?	Funding, tutor/mentors, supplies, filed trips to meet the 3Sp requirements to assets our diversity student populations.  Hiring faculty instructor who is willing to teach basic skills classes	Please identify any <b>other</b> anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated <b>3SP</b> connections)
<b>PART 13 -</b>	<b>Student Success and Support Programs (3SP)</b>	
<b>13a)</b> How will the new 3SP <b>orientation</b> requirements affect the program over the next five years?	We are already doing the orientation meeting the 3SP affectively with the Snakofa Scholars students.	Summarize any <b>orientation</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
<b>13b)</b> How will the new 3SP <b>assessment</b> requirements affect the program over the next five years?	The problem is students being tested at the high school with no preparations or even given good information on what they need to do.  Changing the way students are being tested and given them the opportunity to take one test not two on the same day.	Summarize any <b>assessment</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.

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	Inform students they cannot test a second time, which this is a disadvantage in placing students in EWRT and Math classes in the fall quarter. Particular Sankofa Scholars students	
<b>13c)</b> How will the new 3SP <b>student education planning</b> requirements affect the program over the next five years?	This will not affect the Sankofa Scholars students, because we have been doing this before it was required from the 3SP.	Summarize any <b>student education planning</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
<b>PART 14 -</b>	<b>Student Services Learning Outcomes and Accreditation Standard II.B.4</b>	<b>Accreditation Standard II.B.4</b> - The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
<b>14a)</b> What are the current/active program <b>outcome statements</b> ?	Currently Sankofa Scholars program has the same out come as the SSRS.	Please list all of the <b>Student Services Learning Outcomes (SSLO) statements</b> for the program. (Cut/paste from TracDat, APRU or other documents.)
<b>14b)</b> How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?	See SSRS SSLO/SLO. There are NO SLO's to compare at this time.	Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)
<b>14c)</b> Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.	See SSRS.	Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)

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<p><b>14d)</b> What are the program outcome assessment plans for the next five years?</p>	<p>Create different ways to prepare in coming Sankofa Scholars students with better assessments from the high schools. Tracking students in the basic skill classes early in the first quarter with the expectation of a positive outcome.</p>	<p>Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)</p>
<p><b>Part 15 -</b></p>	<p><b>CPR SUMMARY</b></p>	<p><b>Part 15</b> is intended to be a brief yet thorough overarching summary of <b>Parts 1 through 14</b>.</p>
<p><b>15)</b> Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?</p>	<p>In the last 5 years there have been changes to the program. However, the plan is to increase the number African-Ancestry students to be part of the Sankofa Scholars program and hiring more staff, faculty instructors, counselors and advisors</p>	<p>Based on the information provided in Parts 1 through 14 above, please summarize:          1) Where the program has come from since the last CPR (2008-09),          2) Where the program is now (2013-14), and          3) Where the program anticipates or needs to go over the next five years (up to 2018-19).</p>
<p><b>Part 16 -</b></p>	<p><b>DIVISIONAL PERSPECTIVE</b></p>	<p><b>Applicable to Divisions that have multiple programs that are writing CPRs</b></p>
<p><b>16a)</b> Name of the Division and the names of the programs.</p>	<p>Counseling and Matriculation/Sankofa Scholars Program</p>	<p>Write the name of the division and the names of the programs that are submitting CPRs</p>
<p><b>16b)</b> Who wrote the Divisional Perspective?</p>	<p>Angela Caballero De Cordero</p>	<p>Enter the name or names of those who authored this Divisional Perspective.</p>
<p><b>16c)</b> Summarize the CPRs written by the programs of the Division.</p>		<p>Please summarize all the CPRs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.</p>